

ENGLISH/ LANGUAGE ARTS First Grade

VALUES AND ATTITUDES	The student will: Develop an understanding of Christian philosophy in relation to literature. Recognize the value of writing to clarify thinking, express emotions, make decisions, and solve problems. Recognize that writing can change actions and attitudes and must reflect Christian values and attitudes. Recognize that listening involves the mind, heart, and soul. Listen and speak with respect. Appreciate the value of using proper grammar and usage.
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STRAND A Reading

OBJECTIVES

Word analysis and vocabulary development

- Develop phonemic awareness and demonstrate knowledge of alphabetic principle.
- Distinguish initial, medial, and final sounds in single syllable words.
- Distinguish long- and short- vowels in orally stated single- syllable words.
- Demonstrate decoding and word recognition strategies and skills.
- Generate the sounds from all letter patterns and blend sounds into recognizable words, including consonant blends and long- and short- vowel patterns.
- Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding.
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Use knowledge of suffixes to determine word meanings.
- Match oral words to printed words.
- Identify letters, words, and sentences.
- Alphabetize words by initial letter.
- Use alphabetical order by first letter to locate information in an age appropriate dictionary.
- Identify rhythm or patterns in text, e.g., rhyming words.
- Read compound words, contractions and common word families.
- Use word boundaries to identify unknown words.
- Relate word to meaning.
- Analyze words through inflection.
- Build words using plurals.
- Identify the meaning of words using synonyms and antonyms.
- Read aloud with fluency appropriate to level of text.
- Develop vocabulary by discussing characters and events from a story.

Comprehension

- Begin to identify word meaning by using: root or base words; compound words; synonyms and antonyms; and contractions.
- Identify title and author of a selection.
- Sequence pictures in relation to a selection; events in a text.
- Identify if an event already happened or is going to happen.
- Explain what authors and illustrators do.

- Read text that is designed for emergent readers with fluency and comprehension.
- Use context to resolve ambiguities about word and sentence meaning.
- Demonstrate familiarity with a variety of texts.
- Demonstrate correct use of personal information: first name, last name, address, and telephone number.
- Participate in teacher-guided and student-guided discussions about texts.
- Identify similarities and differences in various types of literary genre.
- Read and comprehend both narrative and expository text.
- Predict and explain what will happen next in stories.
- Use prior knowledge, illustrations, title, and text to confirm predictions.
- Reread for clarification.
- Use punctuation as clues to meaning.
- Identify text that uses sequence or other logical order.
- Identify beginning, middle, and end of a story.
- Self-monitor comprehension by retelling, or summarizing simple expository or narrative passages.
- Answer *what, when, where, why, what if* and *how* questions.
- Read and understand simple written instructions.
- Use resources, including interactive, to build vocabulary, e.g., Beginning Dictionary, CD-Rom.
- Determine whether a story is fantasy or fact, and offer supporting reasons.
- Locate the title, table of contents, name of author, and name of illustrator.
- Ask and answer questions about essential elements of a text.
- Recognize and relate similar vocabulary use and concepts in different texts.
- Discuss types of sentences an author or speaker uses to interest a reader and communicate a message.
- Compare authors' uses of conventions of language, e.g. punctuation to end a declarative and interrogative sentence.
- Express personal response through reading, writing, listening and speaking.
- Identify main idea of narrative and expository text.
- Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle and ending.
- Summarize a passage of a story.
- Read poetry for enjoyment, to interpret meaning, to derive imagery, to sense mood or to enjoy rhythm and rhyme.
- Describe the roles of the authors and illustrators and their contributions to a story.
- Discuss similarities and differences between two texts.
- Enjoy stories from own and other cultures and religions, and various genres.
- Recognize that different versions of the same story may be told by various cultures/religions.
- Recognize Gospel values in stories.
- Become aware of alternate liturgical modes of communication, e.g., dance, art, music.
- Use church teachings to determine right from wrong in reading selections.
- Read and compare a variety of fairy tales from around the world.

STRAND B Writing

OBJECTIVES

Create oral, written, and visual texts

- Write using an author's model of language and extending the model, e.g., writing different ending for a story.
- Write coherent sentences that develop a central idea, focus or topic.
- Analyze written work by naming and action part.
- Use stages of writing: prewriting, drafting, revising, editing.
- Generate ideas through brainstorming or storyboards.
- Use five senses to gather information.
- Write three or more sentences about a topic.
- Use descriptive language and structure that includes beginning, middle, end, and supporting details.
- Maintain a writing journal.
- Know the difference between letters, words, sentences, and paragraphs.
- Use nouns, verbs, pronouns, and adjectives to convey meaning.
- Use developmental spelling with appropriate substitution for phonemes.
- Add -ed, -ing, -s to base word.
- Select and use new vocabulary and language structures in both speech and writing contexts, e.g., exclamatory statements.

Write compositions

- Write brief narratives about a variety of experiences, people, or events; and, expository descriptions of real objects, persons or places using descriptive words.
- Write for a variety of purposes and to a variety of audiences: e.g. reports; thank you notes, invitations, letters, journals, stories, etc.
- Evaluate writing by rereading for meaning.
- Use writing to show understanding in all content areas.

Write legibly

- Write all upper and lower case letters of the alphabet using correct letter formation, in manuscript, without a model.
- Write legibly and space letters, words, and sentences appropriately.
- Hold the writing implement correctly.
- Place the paper in the correct writing position.
- Use directional progression in writing, e.g., left to right, top to bottom.

STRAND C Listening and Speaking

OBJECTIVES

Make connections

- Understand the different functions of language, e.g., explaining or describing.
- Elaborate on how information and events in texts connect to personal life experiences.
- Discuss unfamiliar vocabulary after listening to or reading texts.
- Share personal experiences and responses to experiences with text.
- Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.
- Discuss use of different kinds of sentences to interest and communicate a message.
- Identify various types of media, e.g., newspaper, radio, and television.

Create oral, written and visual texts

- Select and use new vocabulary and language structures in both speech and writing contexts.
- Name characters, settings and words that tell action and events in simple texts.
- Choose language appropriate to purpose.
- Describe objects, ideas, and concepts.
- Participate in group story development, e.g., oral brainstorming.
- Interpret simple events in a picture.
- Understand that choice of words impact meaning.
- Extend skills in oral and written language.
- Identify what makes oral and visual presentations appealing.

Oral presentations

- Use tone of voice appropriate to purpose.
- Enunciate when speaking.
- Express ideas in complete sentences using descriptive words.
- Stay on topic.
- Summarize.
- Respond appropriately to questions.
- Recite poems, rhymes, songs, and stories.
- Retell stories using basic grammar.
- Relate the sequence of story events using who, what, when, where, why, and how.
- Relate a personal experience or life event in simple sequence.
- Provide descriptions with sensory detail.
- Listen critically and respond appropriately to oral communication.

Critical listening

- Listen attentively to speaker for specific information and without interrupting.
- Listen to repeat what is heard, determine cause and effect, and solve problems.
- Ask questions for clarification and understanding.

- Retell story in logical order or sequence.
- Give, restate, and follow simple three-step directions.
- Understand non-verbal communication, e.g., body language, facial expression.
- Understand the difference between true and false information.
- Distinguish between statements, questions, exclamations and commands based on inflection.

STRAND D Grammar and Language Conventions

OBJECTIVES

Effective communication

- Use phonic knowledge and basic patterns to correctly spell three- and four- letter words.
- Apply phonics to write independently, using temporary and/or conventional spelling.
- Use complete sentences to write simple texts.
- Distinguish between declarative, exclamatory, and interrogative sentences.
- Use basic capitalization and punctuation.
- Identify and use singular and plural nouns, and possessive pronouns in writing and speaking.
- Identify contractions in writing and speaking.
- Use the correct form of a pronoun.
- Spell three and four letter short-vowel words and grade-appropriate sight words correctly.
- Read to gather research/data to answer questions.
- Use a variety of technology and information resources to gather, synthesize and communicate knowledge with assistance.