

LANGUAGE ARTS LITERACY GRADE 1

PURPOSE

The components of the language arts literacy curriculum are listening, speaking, reading, writing, and viewing. The focus in first grade is to develop independence in each of these five areas. Through a sequential approach, within one grade and from one grade to the next, new concepts are consistently related to prior learning, allowing students to see how the parts interconnect. With this course of instruction, students will develop communication tools that they can use effectively.

Students will become independent readers by the end of first grade. These students will be immersed in a literature rich environment to develop an awareness of print materials as sources of information and enjoyment. The students will use listening and speaking skills to participate in classroom discussions. The students will use a variety of strategies to read new words and will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary books, as well as technology support materials. The student will demonstrate comprehension of fiction and nonfiction through classroom discussion and will begin to communicate ideas in writing.

Phonemic awareness, vocabulary recognition, study skills, and literature appreciation are integrated throughout, in order to provide an eclectic program for the instruction of functional reading, while promoting reading enjoyment.

I. STUDENT OUTCOMES

A. Speaking (3.3)

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Students will:

1. continue to develop oral language, building upon the knowledge and skills, and vocabulary, by conversing in sentences and communicating ideas. (3.3.A, C)
2. enunciate, articulate and pronounce words properly. (3.3.A)
3. develop and adjust oral communications for different purposes and audiences. (3.3.A, B)
4. read aloud with meaning and expression. 3.3. D)
5. respond to ideas and questions posed by others. (3.3B)
6. ask and answer various types of questions (3.3. B)

7. tell and retell stories and experiences in sequence. (3.3 D)
8. participate in collaborative speaking activities, such as choral reading, plays, and reciting poems to develop phonemic awareness, oral language, and fluency. (3.3. D)
9. speak before a group to express thoughts and ideas, convey an opinion, present information and tell a story. (3.3.A)

B. Listening (3.4)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Students will:

1. understand and follow directions. (3.4. A, B)
2. listen attentively to other children and adults. (3.4 A, B)
3. begin to track print when they are listening and reading. (3.4. A)
4. listen for enjoyment and to obtain information. (3.4. A, B)
5. continue to develop phonemic awareness including discrimination, sequence, blending, segmentation and rhyme. . (3.4. A)
6. develop listening strategies, such as asking relevant questions, taking notes, making predictions, and retelling a story to understand what is heard. . (3.4. A, B)

C. Writing (3.2)

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Students will:

1. use speaking, listening, reading, and viewing to assist in the writing process (*prewriting, drafting, revising, editing publishing*). (3.2.A)
2. write, as developmentally appropriate, from experiences, thoughts, and feelings. (3.2.B)
3. write for a variety of purposes, such as to enjoy, to entertain, to learn, to inform, to record and to respond to reading. (3.2.D)
4. write on self-selected topic in a variety of literary forms. (3.2.B.D)
5. write collaboratively and independently. (3.2.A)
6. use a variety of strategies and activities, such as brainstorming, listing, discussing, drawing, role playing, note-taking, and journal writing, for finding and developing ideas about which to write. (3.2.C)
7. establish and use criteria to revise content, organization and other aspects of writing, after self, peer, and teacher collaboration, (3.2.A)
8. edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation. (3.2.C)
9. publish writing in a variety of formats. (3.2.B,D)

D. Reading (3.1)

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Students will:

1. use listening, speaking, writing and viewing to assist with reading. (3.1. A)
2. listen and respond to whole texts. (3.1. E)
3. begin to understand that reading can be for pleasure and to help us learn. (3.1. A, E)
4. use print concepts in developmentally appropriate ways. (3.1. A,B)
5. begin to engage their prior knowledge to bring meaning to the printed word. (3.1. A,E)
6. integrate phonetic strategies, meaning clues and language structure when reading. (3.1. B,C)
7. use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives. (3.1. E)
8. read with understanding and fluency. (3.1. D)
9. demonstrate comprehension through retelling or summarizing ideas and following written directions. (3.1. D,E)
10. identify elements of a story, such as characters, setting, plot and sequence of events. (3.1. E)
11. identify literary forms, such as fiction, poetry, drama, and nonfiction. (3.1. E)
12. expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues. (3.1. C,E)

E. Viewing and Media Literacy (3.5.A,B)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Students will:

1. use listening, speaking, reading and writing to assist with viewing.
2. respond to the use of illustrations to support the text.
3. use symbols, drawings, and illustrations to represent information that supports and/or enhances their listening speaking, reading and writing.
4. use simple charts, graphs, and diagrams to represent ideas.
5. distinguish between reality and fantasy in visual representations.
6. begin to understand that information is conveyed by symbols such as those found in pictorial graphs and map keys.

F. Workplace Readiness/Study Skills

Students will:

1. understand and begin to use written communication to affect the behavior of others.

2. adjust oral communication for different purposes.
3. select appropriate tools for specific purposes.
4. identify patterns and relationships and continue to develop understanding of the concept of classification.
5. begin to set goals for completing assignments, activities and projects.
6. work cooperatively with others to accomplish a task.
7. evaluate their own actions and accomplishments.
8. use time efficiently and effectively.

II. CONTENT

A. Readiness

1. Print awareness
2. Letter formation

B. Word Analysis

1. Phonics and Decoding
 - a. Phonemic Awareness
 - b. Sound/letter relationships
 - c. Blending sounds into words
 - d. Segmentation
2. Structural Analysis
 - a. Base word/Prefix/Suffix
 - b. Contractions
 - c. Compound words
3. Vocabulary
 - a. Word recognition
 - b. Word meaning
 - c. Classification
 - d. Synonyms/Antonyms
 - e. Homophones

D. Comprehension and Response to Text

1. Picture Details
2. Sequences
3. Main Idea and Supporting Details
4. Drawing Conclusions
5. Predicting Outcomes
6. Cause/Effect Relationship

- E. Literature
 - 1. Characterization
 - 2. Author's Craft, Reality/Fantasy
 - 3. Multicultural Selections
 - 4. Appropriate Genre Identification

- D. Writing Strategies
 - 1. Begin to work with the writing process
 - 2. Journal Writing
 - 3. Record interesting and important topics

- E. Study Strategies
 - 1. Alphabetical Order
 - 2. Following Directions
 - 3. Book Parts
 - 4. Titles/Headings/Captions
 - 5. Test Taking
 - 6. Maps/Diagrams/Symbols/Signs
 - 7. Charts
 - 8. Graphs
 - 9. Reference Materials

* These study strategies will also be reinforced in multiple curricular areas.

III. ACTIVITIES AND MATERIALS

A. Instruction

- 1. Open Court: Collections for Young Scholars, Framework for Effective Teaching, Open Court Publishing, 1995.
<http://www.sra-4kids.com/>

- 2. Whole group instruction with flexible-grouped grade level reading instruction. This design must meet administrative approval based on class profile. This model must incorporate needs and interest grouping along with cooperative learning strategies. T

B. Content reading Instruction

The process of reading and the incorporation of study skills strategies will be modeled and practiced using the science and

social studies texts at regularly scheduled times to increase content area learning.

- C. Daily Oral Language, Great Source Education Group
- D. Technology including Scholastic's Wiggle Works, Scholastic Net
<http://www.sra-4kids.com/>

IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.
- D. Students will hand in completed class and home assignments at the proper time.
- E. Students will study for and complete quizzes and tests successfully.
- F. Students will participate in class.

- G. The final grade represents the teacher's professional judgment of student performance, incorporating all of the above are included in the evaluative process.

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