

FIRST GRADE LANGUAGE ARTS

Wicomico Day School



LISTENING AND SPEAKING



CLASSROOM DISCUSSION

- Participate in age-appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments, or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag”



PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem, or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.
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COMPREHENSION AND DISCUSSION OF READ-ALOUDS

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.
- Grasping Specific Details and Key Ideas
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
 - Retell key details.
 - Ask questions to clarify information in a read-aloud.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
- Observing Craft and Structure
 - Understand and use words and phrases heard in read-alouds.
 - Compare and contrast similarities and differences within a single readaloud or between two or more read-alouds.
 - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.



COMPREHENSION AND DISCUSSION OF READ-ALOUDS

- Integrating Information and Evaluating Evidence
 - Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
 - Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
 - Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
 - Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
 - Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
 - Identify who is telling a story or providing information in a text.

Evaluating Evidence

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COMPREHENSION AND DISCUSSION OF READ-ALOUDS

FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events



COMPREHENSION AND DISCUSSION OF READ-ALOUDS

NONFICTION AND INFORMATIONAL TEXT

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to readalouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.



READING



PRINT AWARENESS

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.



PHONEMIC AWARENESS

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). iv. In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to make cat.
- Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
- Identify the number of syllables in a spoken word.



PHONICS: DECODING AND ENCODING

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 30 words generally identified as high frequency words.
- Consonant sounds and spellings taught in first grade
- Vowel Sounds and Spellings Taught in First Grade



ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day



READING COMPREHENSION- ALL TEXTS

- Demonstrate understanding of simple decodable text after reading independently.
- Grasping Specific Details and Key Ideas
 - Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
 - Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observing Craft and Structure
 - Understand and use words and phrases from a text that has been read independently.
- Integrating Information and Evaluating Evidence
 - Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
 - Use pictures accompanying the written text to check and support understanding.
 - Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
 - Identify who is telling a story or providing information in a text.



WRITING



WRITING TO REFLECT AUDIENCE, PURPOSE, AND TASK

- Draw pictures to represent a text that has been heard or read independently.
- Draw pictures to represent a preference or opinion.
- Write narratives and offer an opinion through shared writing exercises.
- With assistance, add details to writing.
- Create a title or caption to accompany a picture and/or share



LANGUAGE CONVENTIONS



LANGUAGE CONVENTIONS

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.
- Handwriting and Spelling
 - Hold a pencil with a pincer grasp and make marks on paper.
 - Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case.
 - Write own name.
 - Write from left to right, leaving spaces between words, and top to bottom using return sweep.
 - Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.
 - Write words, phrases, and sentences from dictation, applying phonics knowledge



PARTS OF SPEECH AND SENTENCE STRUCTURE

- Use and understand question words, i.e., what, where, when, who, how.
- Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.
- Demonstrate understanding of frequently occurring prepositions, i.e., to / from, in / out, on / off.
- Produce and expand complete sentences orally and in shared writing exercise.



CAPITALIZATION AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun I.
- ii. Identify and use end punctuation, including periods, question marks, and exclamation points.



POETRY



POETRY

a. Mother Goose and Other Traditional Poems

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|--------|-----------------------------|---------|--|
| i. | A Diller, A Dollar | xxi. | Old King Cole |
| ii. | Baa, Baa, Black Sheep | xxii. | Old Mother Hubbard |
| iii. | Diddle, Diddle, Dumpling | xxiii. | One, Two, Buckle My Shoe |
| iv. | Early to Bed | xxiv. | Pat-a-Cake |
| v. | Georgie Porgie | xxv. | Rain, Rain, Go Away |
| vi. | Hey Diddle Diddle | xxvi. | Ride a Cock-Horse |
| vii. | Hickory, Dickory, Dock | xxvii. | Ring Around the Rosey |
| viii. | Hot Cross Buns | xxviii. | Rock-a-bye, Baby |
| ix. | Humpty Dumpty | xxix. | Roses Are Red |
| x. | It's Raining, It's Pouring | xxx. | See-Saw, Margery Daw |
| xi. | Jack and Jill | xxxi. | Simple Simon |
| xii. | Jack Be Nimble | xxxii. | Sing a Song of Sixpence |
| xiii. | Jack Sprat | xxxiii. | Star Light, Star Bright |
| xiv. | Ladybug, Ladybug | xxxiv. | There Was a Little Girl |
| xv. | Little Bo Peep | xxxv. | There Was an Old Woman Who Lived in a Shoe |
| xvi. | Little Boy Blue | | |
| xvii. | Little Jack Horner | xxxvi. | This Little Pig Went to Market |
| xviii. | Little Miss Muffet | xxxvii. | Three Blind Mice |
| xix. | London Bridges Falling Down | | |
| xx. | Mary, Mary, Quite Contrary | | |



OTHER POEMS, OLD AND NEW

b. Other Poems, Old and New

- i. April Rain Song (Langston Hughes)
- ii. Happy Thought (Robert Louis Stevenson)
- iii. I Do Not Mind You, Winter Wind (Jack Prelutsky)
- iv. Mary Had a Little Lamb (Sara Josepha Hale)
- v. The More It Snows (A. A. Milne)
- vi. My Nose (Dorothy Aldis)
- vii. Rain (Robert Louis Stevenson)
- viii. Three Little Kittens (Eliza Lee Follen)
- ix. Time to Rise (Robert Louis Stevenson)
- x. Tommy (Gwendolyn Brooks)
- xi. Twinkle Twinkle Little Star (Jane Taylor)



FICTION STORIES

- The Bremen Town Musicians (Brothers Grimm)
- Chicken Little (also known as “Henny-Penny”)
- Cinderella (Charles Perrault)
- Goldilocks and the Three Bears
- How Many Spots Does a Leopard Have? (African folktale)
- King Midas and the Golden Touch
- The Legend of Jumping Mouse (Native American: Northern Plains legend)
- The Little Red Hen
- Little Red Riding Hood
- Momotaro: Peach Boy (Japanese folktale)
- Snow White and the Seven Dwarfs
- The Three Billy Goats Gruff
- The Three Little Pigs
- A Tug of War (African folktale)
- The Ugly Duckling (Hans Christian Andersen)
- The Velveteen Rabbit (Margery Williams)
- Selections from Winnie-the-Pooh (A. A. Milne)
- The Wolf and the Kids (Brothers Grimm)



AESOP'S FABLE

- The Lion and the Mouse
- The Grasshopper and the Ants
- The Dog and His Shadow
- The Hre and the Tortoise

AESOP'S FABLE

- Johnny Appleseed
- Casey Jones

LITERARY TERMS

- As children become familiar with stories, discuss the following: author and illustrator.



SAYINGS AND PHRASES



SAYINGS AND PHRASES

- A Dog is a Man's Best Friend.
- April Showers Bring May Flowers.
- Better Safe Than Sorry.
- Do Unto Others As You Would Have Them Do Unto You.
- The Early Bird Gets the Worm.
- Great Oaks from Little Acorns Grow.
- Look Before You Leap.
- A Place for Everything and Everything in its Place.
- Practice Makes Perfect.
- Raining Cats and Dogs.
- Where There's a Will There's a Way.

