

FIRST GRADE

It is expected that each child, by the end of first grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully and appropriately in interactions with adults and peers • Use I-messages to resolve conflicts • Use appropriate verbal courtesies • Take turns respectfully when speaking and listening • Participate appropriately in cooperative learning activities • Speak Standard English while respecting culturally diverse language patterns • Speak audibly in coherent, complete sentences when appropriate • Use descriptive words when speaking about people, places, things, and events • Participate in oral discussions and stay on topic • Participate in group discussions, planning, and problem solving • Participate in choral reading • Participate in role-playing and creative dramatics 	<ul style="list-style-type: none"> • Listen attentively and respectfully to peers and adults • Listen courteously and respectfully to others in small or large groups • Listen attentively to a variety of genres while being read to (i.e. poetry, drama, music, literature, Scripture) • Listen for directions and information • Restate and follow simple two-step directions • Ask questions for clarification and understanding • Respond appropriately to the questions of others • Listen for a variety of purposes (i.e. entertainment, information, problem-solving) • Listen to media

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SPEAKING	LISTENING
<ul style="list-style-type: none">• Relate an important life event or personal experience using simple sequencing• Retell stories using basic story grammar, sequencing story events while answering who, what, where, when, why and how questions• Memorize and recite short poems, rhymes, and songs• Begin to respond orally to audio and visual presentations	
READING	WRITING

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<ul style="list-style-type: none"> • Experience a variety of literature, including poetry, fiction, and non-fiction • Distinguish between fiction and non-fiction • Begin to develop vocabulary through the use of core literature • Develop subject area vocabulary • Identify synonyms and antonyms • Use context and syntactic clues to identify unknown words • Read aloud with fluency in a manner that sounds like natural speech • Identify the title, table of contents, author, and illustrator of a reading selection • Identify and describe the story elements of plot, setting, and character • Identify main idea, conflict, and resolution in a story • Predict outcomes and confirm predictions about what will happen next in a story by identifying key words (signpost words) • Begin to make inferences 	<ul style="list-style-type: none"> • Respect own writing and the writing of others • Write for a variety of purposes (narratives, pattern stories, information books, journals, letters, and poems) • Write regularly and frequently in all content areas • Participate in pre-writing activities • Begin to use the writing process (pre-writing, first draft, revise, proofread, and publish) • Select a focus when writing • Write simple sentences using proper punctuation and capitalization • Begin to use creative ideas and descriptive words in writing • Use newly acquired vocabulary in writing • Write with increasing fluency and accuracy • Move from inventive to correct spelling in a designated body of words (i.e. sight words, vocabulary from content areas, and three and four letter short vowel words) • Alphabetize words by first letter • Print own first and last name correctly
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READING	WRITING
<ul style="list-style-type: none"> • Recognize poetic elements (i.e. literal meaning, imagery, 	<ul style="list-style-type: none"> • Print upper- and lower-case letters correctly

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<p>rhyme)</p> <ul style="list-style-type: none"> • Begin to read from a variety of literature, both familiar and unfamiliar • Identify the elements common to folk tales and fairy tales, becoming familiar with tales from a variety of world cultures • Recollect, talk, and write about books read during the school year • Relate the role and contribution of authors and illustrators to print materials • Relate literature to the Christian experience • Connect the information and events in stories to life experiences • Relate values, ethics, customs, and beliefs in stories to own experiences • Begin to recognize ethical and moral issues faced by characters in literature • Distinguish between fact and fiction in literature and in audio-visual presentations 	<ul style="list-style-type: none"> • Space letters, words, and sentences appropriately • Identify and correctly use singular and plural nouns • Identify and correctly use common contractions (i.e. <i>isn't, aren't, can't, won't</i>) • Identify and correctly use singular possessive pronouns (i.e. <i>my, mine, his, her, hers, your, yours</i>) • Distinguish between declarative, exclamatory, and interrogative sentences • Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multimedia computer presentations)
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READING	WRITING
<ul style="list-style-type: none"> • Identify letters, words, and sentences • Recognize that sentences in print are made up of separate 	

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<p>words</p> <ul style="list-style-type: none">• Blend letter sounds into one to three-syllable words• Generate the sounds of all the letters and letter patterns, including consonant blends and long and short vowel patterns (i.e. phonograms)• Add, delete, or change target sounds in order to change words (i.e. change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>pin</i>)• Create and state a series of rhyming words, including consonant blends• Distinguish initial, medial, and final sounds in single syllable words• Distinguish long and short vowel sounds in orally stated single syllable words (i.e. <i>bit</i> / <i>bite</i>)• Blend two to four phonemes into a recognizable word (i.e. /c/a/t/ = <i>cat</i>, /f/l/a/t/ = <i>flat</i>)• Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words• Read common word families (i.e. <i>-ite</i>, <i>-ill</i>, <i>-ate</i>)	
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READING	WRITING
<ul style="list-style-type: none">• Read inflectional forms (i.e. <i>-s</i>, <i>-ed</i>, <i>-ing</i>) with root words (i.e. <i>look</i>, <i>looks</i>, <i>looked</i>, <i>looking</i>)	

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- Segment single syllable words into their components (i.e. *cat* = /c/a/t/, *splat* = /s/p/l/a/t/, *rich* = /r/i/c/h/)
- Read compound words and contractions
- Count the number of syllables in a word and the number of sounds in a syllable
- Read common, irregular sight words (i.e. *the, have, said, come, give, of*)
- Match oral words to printed text
- Read from left-to-right and front-to-back of a book
- Begin to compare print and visual media
- Use key words and icons to access information from electronic sources
- Use and become familiar with school and public libraries and their purposes and procedures