

1st GRADE**Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [I]**
- Integrate the three cueing systems when reading texts:
 - a. semantic cues (pictures/visual, meaning)
 - b. structural cues (appropriate syntax, story structure)
 - c. grapho-phonetic cues (consonants, vowels, consonant clusters, suffix)
- [I - D]**
- Integrate the following phonetic elements when reading:
 - a. recognize capital and lower case letters
 - b. sequence letters of the alphabet
 - c. distinguish letters which are vowels or consonants
 - d. accurately decode phonetically regular one-syllable words (for example; cat, pig, farm)
 - e. recognize the sounds of consonants in any position
 - f. associate initial, medial, and final consonant sounds they represent
 - g. accurately decode simple one-syllable words (for example: *mup, fap, chim*)
 - h. decode common initial digraphs, such as *ch, qu, th*, as well as ending digraph *ng*
 - i. recognize and distinguish the sounds of the short and long vowels
 - j. identify rhyming elements containing short and long vowel sounds
 - k. decode words with common vowel sounds that can be spelled in different ways (such as boot, blue, few, shout, cow), and words with common consonant sounds that can be spelled in different ways (such as jet, gem, sip, cent)
 - l. orally blend the phonemes of a one-syllable word (such as /c/ /a/ /t/ = cat)
 - m. associate the various families of blends with the sounds they represent (R-S-L blends)
 - n. recognize the sounds of the consonant digraphs and distinguish the sounds they represent
 - o. identify, pronounce, and use context words containing the suffixes: s, ed, ing
 - p. interpret and apply rules for short and long vowels when decoding words
 - q. recognize and decode compound words containing short and long vowels
 - r. associate the sound of “y” when it is used as a vowel with either the long /e/ or long /i/

1st GRADE**Reading: Structure (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I – D]
- Develop the following phonemic awareness skills:
 - a. count the number of syllables in a word
 - b. isolate the initial or final consonant sound, or the medial vowel sound, of a one-syllable word
 - c. orally segment one-syllable words into phonemes
 - d. orally blend the phonemes of a one-syllable word
 - e. orally delete initial and final phonemes in one-syllable words
 - f. orally substitute the initial or final consonant sound, or the medial vowel sound, in one-syllable words
- [I]
- Read and discuss poetry, fiction, non-fiction, and drama to develop an appreciation of genre.

Reading: Meaning Construction

The learner will:

- [M]
- Listen daily to stories read aloud.
- [D]
- Demonstrate the ability to use prior knowledge during pre-reading activities.
- [I – D]
- Make inferences.
- [D]
- Use simple text to gather information.
- [D]
- Compare and contrast personal experience/knowledge with events or characters within a story or text.
- [M]
- Predict story events using the title and pictures before and during reading.
- [I – D]
- Self-correct when miscues interfere with meaning.
- [M]
- Identify and discuss characters of story and text.

1st GRADE**Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D – M] • Discuss the setting of story or text.
- [D] • Retell a story with prompts.
- [I – D] • Draw or write in response to a story.
- [D] • Discuss the main idea of a story or text.
- [D] • Express thoughts or feelings towards story or text.
- [D] • Predict a missing word in spoken or written context.
- [M] • Arrange pictures in sequential order.
- [I – D] • Arrange events from written selection in chronological order.
- [D – M] • Identify words which indicate sequence such as: first, next, last.
- [D – M] • Classify objects according to use and categories.
- [M] • Compare objects as being the same or different.
- [I – D] • Interpret written directions.

Reading: Application

The learner will:

- [D] • Read a familiar story orally with fluency and expression.
- [D] • Choose appropriate reading material for a variety of reading purposes.
- [D] • Read quietly for a sustained period of time every day.
- [I – D] • Demonstrate ability to use study skills:
 - a. identify and use a dictionary as a tool to be used to assist in spelling
 - b. know that a dictionary is organized alphabetically

1st GRADE**Reading: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Communicate thoughts, feelings, judgments, understandings, and attitudes about reading material.
- [I – D] • Maintain record of books read.
- [I – D] • Read stories from a variety of genres.
- [I – D] • Recognize and appreciate different kinds of literature.
- [D] • Respond to the following types of literature selected for the reading level: poetry, fiction, non-fiction, drama.
- [D] • Locate the parts of a book including: title page, table of contents, author, illustrator, and glossary.
- [M] • Demonstrate book handling skills.

Reading: Multidisciplinary

The learner will:

- [D – M] • Read to and with others.
- [D – M] • Read books related to central class theme.
- [M] • Discuss in whole-class and small groups, books read and heard.
- [D] • Engage in multi-media activities related to books and themes.
- [D] • Read to enhance thinking.
- [I – D] • Model the expressive reading of others.
- [I – D] • Identify signs and symbols used across the curriculum content areas (maps, temperature, and charts).

1st GRADE**Writing: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Use individual writing and drawing for a variety of purposes.
- [I – M] • Use conventions of print such as the following in purposeful writing activities:
 - [D] a. correct manuscript letter formation
 - [M] b. directionality
 - [D/M] c. spacing
 - [M] d. upper and lower case letters
 - [D/M] e. ending punctuation
 - [D/M] f. mark answers, i.e. underline, draw a line through or across, mark with an X or an O
 - [I] g. use of commas, apostrophes, and question marks
- [I – D] • Write complete sentences, with teacher support.
- [I – D] • Identify relationships among and between words.
- [D] • Explore voice by use of personal, high interest vocabulary when writing.

Writing: Meaning Construction

The learner will:

- [D] • Participate in group prewriting activities.
- [D] • Write labels, sentences, and stories stemming from real-life events.
- [D] • Use descriptive words and phrases when writing.
- [D] • Write or dictate sequences of events to prepare for writing a narrative.
- [I – D] • Self-evaluate writing to determine if thoughts are complete and clear.
- [I – M] • Identify the beginning, middle, and ending of a piece of writing.

1st GRADE**Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Become aware of the following stages in the process of writing:
- a. prewriting
 - b. drafting
 - c. revising
 - d. editing
 - e. sharing / publishing

Writing: Mechanics / Grammar

The learner will:

- [I] • Identify and correctly punctuate the various types of sentences.
- [I] • Identify and use the following parts of speech: singular and plural nouns, common and proper nouns, and personal pronouns.
- [I] • Identify action words as verbs.

Writing: Application

The learner will:

- [D – M] • Write or dictate a story.
- [D] • Engage in written communication on a daily basis.
- [D] • Write for assigned and self-selected purposes.
- [I] • Participate in group editing.
- [D] • Share compositions with a variety of audiences.
- [I] • Share writing in teacher and peer conferences.

1st GRADE**Writing: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [I – D] • Accurately spell high-frequency words in purposeful writing activities.
- [D] • Demonstrate understanding of letter sound relationships when uncertain of a correct spelling.
- [I] • Use a proofreading checklist.

Writing: Multidisciplinary

The learner will:

- [D] • Compose (draw, dictate, write) labels, captions, events, and stories in response to a theme or content area, topic, or story read aloud.
- [D] • Compose in large and small groups.