

FIRST GRADE SECTION

PURPOSE:

At the end of the first grade students will: **communicate in sentences and the use of stories, manipulate word use and structure, use letters and words to communicate and organize information, read aloud to gain meaning, differentiate between media according to purposes, and describe characteristics of media.**

BENCHMARKS AND INDICATORS:

WRITING

Students pre-write simple sentences through use of a compilation of words and drawings, based on a topic of their choice. They read their sentences aloud, explain their meaning, and seek suggestions. Students rewrite their sentences, after teacher consultation. Students create a sentence that is legible and understandable.

- Chooses a topic (3.1.1)
- Creates words and drawings that depict that topic (3.3.1)
- Uses webbing or concept mapping to develop a story as a whole class.(3.4.2)
- Pre-writes a simple sentence (3.8.1)
- Reads sentence aloud, explains meaning and seeks suggestions. (3.7.1)
- Writes a sentence that is legible and understandable
- Capitalizes the beginning of a sentence. (3.8.2)
- Uses correct ending punctuation (period and question mark) (3.8.3)

Students describe a personal event in a narrative that contains a clearly identifiable beginning, middle, and end.

- Chooses a personal event topic
- Writes a sentence that depicts the “beginning” as a whole class
- Writes a sentence that depicts the “middle” as a whole class
- Writes a sentence that depicts the “end” as a whole class
- Completes a narrative using those sentences as a whole class (3.2.2)

Students describe a “how to” process in a narrative that contains a clearly identifiable beginning, middle, and end.

- Chooses a “how to” topic
- Writes a sentence that depicts the “beginning” with assistance
- Writes a sentence that depicts the “middle” with assistance
- Writes a sentence that depicts the “end” with assistance
- Completes a narrative using those sentences with assistance (3.2.2)

Students will use words and pictures to produce a variety of writing styles. With teacher assistance the student will use descriptive phrases/sentences to express ideas.

- Uses words and pictures to produce journal entries, poetry, personal narratives, lists, notes, and letters. (3.9.1)
- Explains the difference between writing a letter to the principal and writing to a friend.(3.9.2)
- Selects action and naming words with assistance. (3.6.1)

Students explain and correctly identify word categories, explain the uses **-ed** and **-ing** and add them to appropriate words, state why certain words are capitalized and provide examples, and explain the reasons for punctuation and provide examples. They also publish a legible final copy.

- Explains the reasons for categories of words and labels noun, pronoun, and verb in sentences (3.6.2)
- Explains the uses of **-ed** and **-ing** and adds them to appropriate words
- States why some words are capitalized and give examples (3.2.4)
- Explains the reasons for punctuation and provides examples (3.2.4)
- Writes simple sentences that use proper word usage, capitalization and punctuation, spacing and line orientation with teacher assistance.(3.2.4)
- Publishes a legible final copy.(3.3.5)

HANDWRITING

Students use appropriate spacing and letter formation in their writing.

- Uses correct manuscript upper and lower case letters, with legible and neat handwriting.
- Uses appropriate spacing.

SPELLING

Students identify letters that are vowels and correctly pronounce them. They then spell a list of words like they think they sound. Finally, students correctly spell 30 words included in the first grade list.

- Identifies letters that are vowels.
- State the sounds for each vowel.
- Use inventive spelling.
- Correctly spell all 30 words on the first grade list.

READING

Students use skills in alphabetic to construct meaning from text; read fluently; expand vocabulary; comprehend a variety of text.

- Compares and contrasts information between text (1.4.8)
- Identifies the beginning, middle and end of stories (1.4.7)
- Identifies the main idea, and recalls details in narrative and expository text. (1.4.9)*
- Discuss story problem and solution (1.4.6)
- Locate title and illustrations (1.4.2)
- Discuss author/ illustrator (1.4.2)
- Discusses narrative literature (1.4.1)
- Discusses expository writing (1.4.1)
- Discusses technical text (1.4.1)
- Responds logically to literal, inferential and critical thinking. (1.4.1)
- Identifies the name and sounds of upper and lower case letters of the alphabet. (1.1.1)*
- Identifies the sounds of beginning and ending sounds. (1.1.4)
- Defines *common chunks* and *word families*.(1.1.6)*
- Use letter-sound relationships to sound out unknown words in text.(1.1.4)*
- Sounds out words in text differentiating them according to vowels, consonants and kinds of consonants (1.2.5)
- Identify and manipulate rhyming words (1.1.7)*

PHONICS

Students will demonstrate an understanding of phonemic awareness.

- Identify consonants and vowels.
- Use two letter consonant blends.
- Try alternate vowel sounds.
- Use diagraphs, sh, ch, th.

VOCABULARY

Students automatically recognize sight words, read and define contractions. Identify synonyms and antonyms to determine word meaning. Identify compound and root words.

- Defines *sight words* and locate sight words in text. (1.3.1)
- Pronounces contractions and define their meaning. (1.3.4)
- Defines compound words and identify them in text. (1.3.4)
- Defines root words and identify them in text.
- Identifies word meanings using picture and context clues. (1.3.2)
- Identify synonyms and antonyms to determine the meaning of words. (1.3.3)

FLUENCY

Students read aloud applying concept of print, using pace, volume, rhythm and expression. Students use a variety of word-recognition strategies to read fluently.

- Demonstrates concepts of print. (top-to-bottom, right-to-left, front-to-back) (1.2.1)
- Reads aloud with appropriate *pace* and demonstrate it when reading aloud (1.2.3)
- Reads aloud with appropriate *volume* and demonstrate it when reading aloud (1.2.3).
- Defines *rhythm* and demonstrate it when reading aloud. (1.2.3).
- Defines *expression* and demonstrate it when reading aloud. (1.2.3).
- Uses a variety of word-recognition strategies. (1.2.5)

LITERATURE

Students identify main characters in a story, and differentiate between past and present settings. They identify a *problem* and *solutions* found in text. They define the titles of *author* and *illustrator*, and explain what they do. Students alphabetize a short word list, and use simple tables of contents and indexes.

- Defines who are the main characters. (2.1.1)
- Identifies main characters in a story. (2.1.1)
- Differentiates past and present settings. (2.2.2)
- Defines *authors* and explains what they do.
- Defines *illustrators* and explains what they do.
- Arranges a short word list alphabetically to the first letter.
- Explains the purpose and location of a table of contents.
- Demonstrates how to use a table of contents.
- Explains the purpose and location of an index.
- Demonstrates how to use an index.

Students discuss the term *culture*, explain how culture can cause literature to be different, and compare and contrast literature from various cultures.

- Discuss the term *culture*.
- Explains how culture can cause literature to be different. (2.2.1)
- Compares and contrasts literature from various cultures. (2.2.1)

RESEARCH

Students restate information orally, gained from various media, including literature, electronic, pictorial, field trips, and group discussion. They will recognize the difference between copying and using own words.

- Identifies ways information can be recorded or remembered depending on the media involved (4.1.3)
- Describes places and things from which knowledge is gained. (4.1.3)
- Demonstrates accuracy in sharing acquired or recorded information.(4.1.6)
- Shares information from curriculum or topics of interest.(4.4.1)
- Recognize the difference between copying and using own words. (4.2.1)