

**Language Arts Literacy**  
**Grade 1**  
**2008**

**Course Description** – The grade one language arts curriculum will focus on understanding and applying the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of material and texts with fluency and comprehension. All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. All students will listen actively to information from a variety of sources in a variety of situations. All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources. All students will use computer applications to gather and organize information and to solve problems. These skills will be introduced through whole group and small group instruction, big books, trade books, classroom library books, the ActivBoard, classroom internet computer services will be used to enrich each lesson.

**Core Curriculum Content Standards**

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.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes..

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

STANDARD 8.1 (Computer and information literacy ) All students will use computer applications to gather and organize information and to solve problems.

## **Strands and Cumulative Progress Indicators**

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.

Building upon knowledge and skills gained in the preceding grade, by the end of **Grade 1**, students will:

### **A. Concepts About Print**

1. Match oral words to printed words (e.g., pointing to print as one reads).
2. Practice reading print in the environment at school and at home with assistance.
3. Locate and identify the title, author, and illustrator of a book or reading selection.
4. Interpret simple graphs, charts, and diagrams.

### **B. Phonological Awareness (includes phonemic awareness)**

1. Demonstrate understanding of all sound- symbol relationships.
2. Blend or segment the phonemes of most one-syllable words.
3. Listen and identify the number of syllables in a word.
4. Merge spoken segments into a word.
5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).

### **C. Decoding and Word Recognition**

1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).
2. Recognize and use rhyming words to reinforce decoding skills.
3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.
5. Recognize high frequency words in and out of context.
6. Decode unknown words using basic phonetic analysis.

7. Decode unknown words using context clues.

#### **D. Fluency**

1. Answer questions correctly that are posed about stories read.
2. Begin to read simple text with fluency.
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.

#### **E. Reading Strategies (before, during, and after reading)**

1. Use prior knowledge to make sense of text.
2. Establish a purpose for reading and adjust reading rate.
3. Use pictures as cues to check for meaning.
4. Check to see if what is being read makes sense.
5. Monitor their reading by using fix-up strategies (e.g., searching for clues).
6. Use graphic organizers to build on experiences and extend learning.
7. Begin to apply study skills strategies (e.g., survey, question, read, recite, and review—SQ3R) to assist with retention and new learning.

#### **F. Vocabulary and Concept Development**

1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words.
2. Use and explain common antonyms and synonyms.
3. Comprehend common and/or specific vocabulary in informational texts and literature.

#### **G. Comprehension Skills and Response to Text**

1. Draw simple conclusions from information gathered from pictures, print, and people.
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.
3. Sequence information learned from text into a logical order to retell facts.
4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.
5. Make simple inferences.
6. Read regularly in independent-level materials.

7. Engage in silent independent reading for specific purposes.

## **H. Inquiry and Research**

1. Ask and explore questions related to a topic of interest.
2. Draw conclusions from information and data gathered.
3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.

### **Suggested Activities that Address these standards may include but are not limited to:**

Phonological Awareness - Going on a word hunt song.

**Story Time** – When reading a new book. Allow students to make simple predictions by looking at the pictures clues. After reading the story, teacher can chart student response; main character, setting, beginning, middle, end and then confirm / check predictions. Ask questions as stories are being read to confirm comprehension.

Pair students up to **Buddy Read** with each other.

Create a **word wall** for students to refer to throughout the day.

Use **small reading group** instruction to; Recognize high frequency words, decode unknown words using basic phonetic analysis. decode unknown words using context clues pointing to print as one reads, locate and identify the title, author, and illustrator of a book or reading selection, answer questions correctly that are posed about stories read, begin to read simple text with fluency, read with fluency both fiction and nonfiction that is grade-level appropriate, read regularly in independent-level materials and engage in silent independent reading.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in the preceding grade, by the end of **Grade 1**, students will:

### **A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Begin to generate ideas for writing through talking, sharing, and drawing.
2. Observe the modeling of writing.
3. Begin to use a basic writing process to develop writing.
4. Use simple sentences to convey ideas.
5. Increase fluency (ability to write ideas easily) to improve writing.
6. Continue to use pictures, developmental spelling or conventional text to create writing drafts.
7. Revisit pictures and writings to add detail.
8. Begin to mimic an author's voice and patterns.
9. Begin to use a simple checklist to improve writing with teacher support.
10. Begin to use simple computer writing applications during some parts of the writing process.

### **B. Writing as a Product (resulting in a product or publication)**

1. Produce finished writings to share with class and/or for publication.
2. Produce stories from personal experiences.
3. Show and talk about own writing for classroom audience.
4. Collect favorite works to place in personal writing folder.

### **C. Mechanics, Spelling, and Handwriting**

1. Write all upper and lowercase letters of the alphabet from memory.
2. Begin to use basic punctuation and capitalization.
3. Apply sound/symbol relationships to writing words.
4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary.
5. Develop awareness of conventional spelling.
6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.

### **D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)**

1. Create written texts for others to read.
2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.

**Suggested Activities that Address these standards may include but are not limited to:**

**Four Square Writing Activity** – Students can use the Four Square writing technique to form their thoughts, write a rough draft, and then a final copy. Students can then share their writing with the class. Collect favorite works to place in a personal writing folder.

**Morning Message** – Students can have the opportunity to read/edit the daily morning message.

**Completing Daily Journal Activity** – This will allow students to begin to use basic punctuation and capitalization, apply sound/symbol relationships to writing words, use developmental spelling or phonics-based knowledge to spell independently, develop awareness of conventional spelling, use left-to-right and top-to-bottom directionality and use appropriate spacing between words.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

## **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in the preceding grade, by the end of **Grade 1**, students will:

### **A. Discussion**

1. Speak in complete sentences.
2. Offer personal opinions in discussion and retell personal experiences.
3. Role-play situations and dramatize story events.

### **B. Questioning (Inquiry) and Contributing**

1. Respond to ideas and questions posed by others.
2. Ask and answer various types of questions.

### **C. Word Choice**

1. Attempt to use new vocabulary learned from shared literature and classroom experiences.

2. Use descriptive words to clarify and extend ideas.

#### **D. Oral Presentation**

1. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).
2. Participate in choral reading to develop phonemic awareness, oral language, and fluency.
3. Retell a story to check for understanding.
4. Read aloud from developmentally appropriate texts with attention to expression.

#### **Suggested Activities that Address these standards may include but are not limited to:**

Students will have the opportunity to speak and respond during lessons: calendar time, morning message, after reading a story to the class, activboard lessons.

Give students the opportunity to orally retell a story to a class member

Model reading stories, showing expression as the story is being read.

Chart and discuss new vocabulary words learned from literature and display new words in the classroom.

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in the preceding grade, by the end of **Grade 1**, students will:

#### **A. Active Listening**

1. Listen and respond appropriately to directions.
2. Listen to hear initial, final, and eventually middle sounds in words.

3. Listen to a familiar text being read to begin tracking print.
4. Listen to a spoken word to produce another word that rhymes with it.

## **B. Listening Comprehension**

1. Listen to make predictions about stories read aloud.
2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
4. Retell, reenact, or dramatize stories or parts of stories heard.
5. Respond appropriately to questions about stories read aloud.
6. Begin to track print when listening to a familiar text being read or when rereading their own writing.
7. Ask questions for clarification and explanation of stories and ideas heard.

### **Suggested Activities that Address these standards may include but are not limited to:**

Play going on a “word hunt” to identify the parts of a word. (initial, middle and final sounds of a word)

As a lesson is being conducted or a story is being read, allow students to interactively respond during the lesson. (make predictions, retell the story, discuss beginning, middle and end of the story, respond appropriately to questions.)

Choral Read and track print when reading aloud. Allow students to track print as they read in small group instruction.

Play the memory game with pictures or words that Rhyme.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

## Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in the preceding grade, by the end of **Grade 1**, students will:

### A. Constructing Meaning

1. Retell the story from a favorite media program (e.g., television, movie).
2. Distinguish between "pretend" and "real" in the media.
3. Begin to recognize that media messages have different purposes.
4. Speculate about visual representations (e.g., pictures, artwork).
5. Use simple graphs and charts to report data.
6. Begin to recognize the work of a favorite illustrator.
7. Begin to compare and contrast media characters.

### B. Visual and Verbal Messages

1. Begin to interpret messages in simple advertisements.
2. Sequence a series of pictures or images to tell a story.

### **Suggested Activities that Address these standards may include but are not limited to:**

During a whole group lesson or in small groups, students can use retelling cards to retell a story.

Students can listen to a story then illustrate and write about the parts of the story - beginning, middle and end.

Complete an Author Study. For example Read Jan Brett Books, compare and contrast each story written by the author.

Read a story and then complete a story web.

STANDARD 8.1 (Computer and information literacy ) All students will use computer applications to gather and organize information and to solve problems.

## Strands and Cumulative Progress Indicators

By the end of **Grade 4**, students will:

### **A. Basic Computer Skills and Tools**

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

### **B. Application of Productivity Tools**

#### **Social Aspects**

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
  - ♣ Internet access
  - ♣ Copyrighted materials
  - ♣ On-line library resources
  - ♣ Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

#### **Information Access and Research**

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.

7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

### **Problem Solving and Decision Making**

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

### **Suggested Activities that Address these standards may include but are not limited to:**

Technology in the classroom will be used within lessons by way of the ActivBoard, laptops, and computers.

Suggested websites to use during a lesson:

<http://www.macmillian.com>

<http://www.unitedstreaming.com>

<http://www.lookybook.com>

<http://www.starfall.com>

<http://www.promethanpanet.com>

### **Instructional Strategies**

**Collaborative and Cooperative Group Structures-** Author's Circle, Book Clubs, Editing Clubs, Literature Circles, Numbered Heads Together, Readers' Theater,

**Learning Strategies** – Brainstorming, Composing, Drop Everything and Read, Journal Writing, Webbing

**Collaborative and Cooperative Pair Structures** – Art Conversation, Buddy Reading, Draw what I say, Editing Pair, Partner interview, Read the Room, Write the Room.

**Whole Class** – Brainstorming, Choral Response, Shared Reading, Shared Writing, Interactive Response from ActivBoard.

**Teacher & Student Directed** – Lecture, Message Board, Reading Aloud

**Small Group Instruction** – Guided Reading, Guided Writing.

### **Evaluation/Assessment of Students –**

Performance Assessment – Portfolio, Running Records, Terra Nova

Student Based Assessment – Anecdotal Records, checklists, conferences, contracts, Interview, Inventories, Narrative Retelling, Observation, Portfolios, Projects, Quizzes, Reading Log, Rubrics, Tests, Writing Log

### **Evaluation/Assessment of Curriculum**

The course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five Year Curriculum Review schedule.

### **Resources/Bibliography**

Macmillan/McGraw-Hill - <http://www.macmillian.com>

Literacy Tree, Grade One - Rigby

Trade Books, Big Books, Library Books

United Streaming - <http://www.unitedstreaming.com>

Websites – <http://www.lookybook.com> , <http://www.starfall.com> , <http://www.promethanpanet.com>

Classroom Library

<http://www.state.nj.us/education/cccs/>