

Language Arts Curriculum First Grade: Reading

IL State Goals	Objectives	Content	Activities/Resources/ Assessment
GOAL 1: Read with understanding and fluency.	1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections. p. 33	1. Use phonics to decode simple words in age-appropriate material.	Phonics workbooks, CVS games, flip books, leveled decodable books, spelling lists, word families
		2. Demonstrate phonological awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) of sounds in words.	Phonics workbooks, clapping syllables, word family flash cards/ flip books, vocabulary words from the stories
		3. Demonstrate phonemic awareness by blending or segmenting phonemes in a one- syllable word.	Flip charts, flash cards, oral use of classroom phonemic visual aids, word family charts, reciting word families, rhyming books, oral spelling games
		4. Recognize 100 high frequency sight words including environmental print (but not including words the child can read using phonics).	Word wall activities, sight word games, flash cards, memorizing sight words and recognizing them in reading text book and decodable books
		5. Use appropriate strategies	Each week we introduce

		of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material.	decoding strategies: illustrations, phonics, word patterns, context clues
		6. Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.	Phonics workbooks, CVS games, flip books, leveled decodable books, spelling lists, word families
		7. Begin to recognize miscues that interfere with meaning and use self-correcting strategies.	We teach comprehension skills to help with recognizing miscues, we give DRAs to assess miscues and self-correcting
		8. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.	We teach students alphabetic order and how to use Dictionaries, Glossaries, Classroom Libraries, context clue from our reading textbook
	1 B. Apply reading strategies to improve understanding and	1. Make predictions before reading and relate to personal	We teach prediction before/during reading, KWL and

	fluency. p.34	experiences (e.g., illustrations, title).	other graphic organizers
		2. Discuss prior knowledge of topics and relate to the text before reading.	Brainstorming, charts, relating TV shows/movies, magazines, other books
		3. Connect the elements of narratives (e.g., character, setting, plot) to the text.	Asking 4W questions, workbook pages
		4. Distinguish between poetry and prose.	Riddles, textbooks, journal writing
		5. Begin to check for understanding during reading.	Comprehension strategies: reread, read ahead, use illustrations and context clues
		6. Ask questions to clarify understanding before, during, and after reading.	Preview and Predict, Guided instruction with textbook
		7. Re-enact or dramatize the contents of stories for retellings.	Plays, skits, puppets
		8. Read age-appropriate material orally with accuracy, rhythm, volume, and flow	Re-reading stories, Hats Off to Reading (reading a story to the class, practiced ahead of time),

		that sound like everyday speech.	teacher read alouds
	1 C. Comprehend a broad range of reading materials. p35	1. Recognize questions can be used to gain information.	Do picture walks, comprehension questions, look back
		2. Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension	Ask why a character would do something, ask for Clarification of something
		3. Begin to recognize the author's purpose across a broad range of materials.	Exploring library resources
		4. Identify the motives of characters in various works	Biography, non-fiction, Diary, character traits, Time for Kids magazine
		5. Compare two books by the same author.	E.B. White, Laura Numeroff, Ted Arnold
		6. Compare a broad range of familiar books that have the same theme and topic.	The reading series compares books
		7. Summarize information about fiction and nonfiction	Reading workbook maps, diagrams, charts

		7. Summarize information about fiction and nonfiction materials in illustrations, charts and other graphics.	Reading workbook maps, diagrams, charts
		8. Summarize or tell information from a broad range of reading material.	Charts, diagrams, maps, gather and apply information
		9. Predict and then confirm questions characters in stories might ask.	Leading questions
		10. Create illustrations to answer questions about a story. p38	Listening to stories and draw
		11. Use information in illustrations or text to make predictions and relate to prior knowledge.	DRAs, preview stories, KWL charts
		12. Use text provided in functional classroom messages to get information.	Classroom labels, signs, Instructions, visual schedules, word walls, sight words
		13. Select books appropriate to reading levels or interests.	Leveled readers, Reading A-Z, leveled reading groups, school

<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas. (p. 37)</p>	<p>2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.</p>	<p>1. Identify and compare characters, settings, and/or events in stories and/or pictures.</p>	<p>Charts comparing story elements, reading workbooks</p>
		<p>2. Tell a story with a beginning, middle, and an end.</p>	<p>Sequencing activities, pictures, retelling</p>
		<p>3. Define unfamiliar vocabulary.</p>	<p>Introducing vocab words</p>
		<p>4. Imitate rhythm/rhyme patterns.</p>	<p>Rhyme a day, word families, poems</p>
		<p>5. Distinguish between “real” and “make believe.”</p>	<p>Distinguishing between fantasy and non fiction, Time for Kids, Scholastic</p>
		<p>6. Begin to recognize that prose is written in sentences and organized in paragraphs.</p>	<p>Complete ideas</p>
	<p>2B - Students who meet the standard can read and interpret a variety of literary works (p/ 38).</p>	<p>1. Investigate self-selected/ teacher-selected literature from a variety of cultures.</p>	<p>Picture books, nursery Rhymes, fairy tales, poems, legends, pioneers, Mexico, Hawaii units, Scholastic News, National Geographic for Kids</p>

		2. Respond appropriately to texts representing life skills	Classroom labels, School signs, restroom symbols, schedules
		3. Re-enact and retell stories, songs, poems, plays, and other literary works.	Poems, plays, role-playing
		4. Produce simple evaluative expressions about the text (“I like the story because...”).	Morning meeting news, write or draw what you like about the text
		5. Make simple connections from the story to events or people in their own lives.	Compare and Contrast
		6. Compare two books by the same author.	E.B. White, Laura Numeroff, Ted Arnold
		7. Discuss several books on the same topic.	Thematic units with related books, Holiday books
		8. Identify specific parts of the text to support a point.	Looking back into the story text and illustrations
		9. Present a reasonable interpretation of a book.	Comprehension worksheets, book report pages

<p>STATE GOAL 3: Write to communicate for a variety of purposes (p. 39).</p>	<p>3A - Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</p>	<p>1. Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).</p>	<p>Writers workshop, spelling sentences,</p>
		<p>2. Use beginning capitalization.</p>	<p>Writers workshop</p>
		<p>3. Use end marks (e.g., period, question mark).</p>	<p>Writers workshop</p>
		<p>4. Use phonemic clues, phonetic and/or developmental spellings to construct words.</p>	<p>Inventive spelling in writers workshop, making words activity each morning, word families in phonics book, bubblegum machine</p>
	<p>3B - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</p>	<p>1. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.</p>	<p>All these ideas used in writers workshop</p>

		2. Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).	Writers workshop
		3. Use details in the telling that relate only to the story in the picture or letter approximations.	Writers workshop, illustrations for oral reading
		4. Respond accurately to questions about the character(s) and event(s) in the picture.	Reading series, comprehension questions, skills pages on story elements
		5. Attempt to write text that is related to the picture.	Writers workshop
		6. Revise the picture/text for classroom publication or sharing with peers. (p. 40)	Writers workshop, rough drafts, final drafts, illustrations for oral reading
	3C. Communicate ideas in writing to accomplish a variety of purposes.	1. Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g.,	Writers workshop, animal power point presentation, dialog journal

	3C. Communicate ideas in writing to accomplish a variety of purposes.	1. Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narration, exposition).	Writers workshop, animal power point presentation, dialog journal
		2. Retell a focused story.	Comprehension questions,
		3. Create a basic publication using available resources (e.g., pictures, colors, computer, copier).	Charlottes web picture book, power point animal presentation, my favorite memory book, saint report
		4. Experiment with different	Diary, journal, direction, short

STATE GOAL 4: Listen and speak effectively in a variety of situations. (p.42)	4A - Students who meet the standard can listen effectively in formal and informal situations.	1. Assume requested position and attend to speaker.	Sit up straight, feet on floor, chairs pushed in, hands on desk
		1. Assume requested position and attend to speaker.	
		2. Respond appropriately through movements both individually and in unison (e.g., choral answers, gestures, questions, repeating and retelling).	Choral reading, readers theatre, poems in books, prayers, Pledge of Allegiance
		3. Recognize common sounds (e.g., honk, bark, siren, whistle, running water).	Listening center
		4. Distinguish letter sounds.	Small groups activities, phonics books,
		5. Differentiate between words that rhyme and those that do not rhyme.	Phonic book and activities, daily rhyming, ABC world
		6. Distinguish between “real”	Reading series, library activities

		and “make believe” events.	in fiction and non-fiction
		7. Differentiate between a statement and a question.	Writers workshop
		8. Formulate both a response statement and a question at appropriate times.	Daily board work,
		9. Complete a 2-step task based on oral instructions.	Daily oral instruction
		10. Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.	Simple hand gestures
		11. Ask appropriate questions to clarify basic events in media presentations.	Asking questions after movies, oral reports, and during discussions
	4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.	<p>1. Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).</p> <p>2. Demonstrate awareness of speaker-audience relationship.</p> <p>3. Demonstrate ability to stand and speak to a group</p>	Personal space awareness, special awareness, oral reports, sharing of journals. During class presentations, demonstrates appropriate class behavior as audience member and/or presenter.

		<p>independently.</p> <p>4. Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).</p> <p>5. Focus and present appropriate information on a single topic.</p> <p>6. Present ideas in an appropriate order.</p> <p>7. Use appropriate rules governing spoken English.</p> <p>8. Demonstrate awareness of others' desires and rights to talk.</p> <p>9. Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).</p> <p>10. Recognize the differences between questions and statements and appropriately contribute either or both.</p>	
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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	5A - Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	1. Begin to brainstorm to generate questions to gather information.	KWL charts, lists,
		2. Discuss prior knowledge of topic.	KWL,
		3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.	KWL
		4. Use aids (e.g., KWL, webs, graphic organizers, available technology) to locate generated information.	All the above
		5. Provide answers to questions.	Written and oral
		6. State and sort necessary information for a discussion.	Brainstorming

	5B - Students who meet the standard can analyze and evaluate information acquired from various sources.	1. Formulate questions to define ideas through oral discussion of determined topic.	Brainstorming
		2. Distinguish between relevant and irrelevant information.	Main idea, details
	5C - Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.	1. Maintain focus - stay on topic.	Posture
		2. Access and use books and stories to learn something new about a topic.	Classroom library
		3. Use life experiences as sources of information for written reports, letters, and stories.	All about me board
		4. Create a message by drawing, telling, using graphic	Daily morning board work, animal and state reports, saint

		4. Create a message by drawing, telling, using graphic aids, and/or developmental writing based on acquired information.	Daily morning board work, animal and state reports, saint reports
		5. Gather, organize, and share information about a topic.	Oral reports, reading activities,
		6. Retell information.	Retelling stories and sharing knowledge on a specific topic
		7. Explain information from a drawing, graphic aid, or	Creating a poster or visual aide and explaining it.