

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

FIRST GRADE

CONCEPTS OF PRINT

The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

PHONOLOGICAL AWARENESS

The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- b. Identifies onsets and rimes in spoken one-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.
- f. Automatically segments one-syllable words into sounds.

PHONICS

The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.
- e. Reads compound words and contractions in grade appropriate texts.
- f. Reads words containing vowel digraphs and r-controlled vowels.
- g. Uses spelling patterns to recognize words.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

FLUENCY

The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- d. Reads first-grade text at a target rate of 60 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.
- c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).

COMPREHENSION

The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

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- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- g. Identifies the main idea and supporting details of informational text read or heard.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.
- j. Identifies word parts to determine meanings.
- k. Begins to use dictionary and glossary skills to determine word meanings.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.
- m. Recognizes and uses graphic features and graphic organizers to understand text.

WRITING

The student begins to understand the principles of writing. The student

- a. Writes texts of a length appropriate to address a topic and tell a story.
- b. Describes an experience in writing.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- e. Writes in complete sentences with correct subject-verb agreement.
- f. Uses nouns (singular and plural) correctly.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.
- k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

The student will write a narrative that:

- a. Begins to capture a reader's interest by writing a personal story.
- b. Begins to maintain a focus.
- c. Adds details to expand a story.
- d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).
- e. Begins to develop characters and setting through dialogue and descriptive adjectives.
- f. Begins to develop a sense of closure.
- g. May include oral or written pre-writing (graphic organizer).
- h. May include a draft that is revised and edited.
- i. May be published.

The student produces informational writing that:

- a. Begins to capture a reader's interest.

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- b. Stays on one topic and begins to maintain a focus.
- c. Adds details to expand a topic.
- d. Begins to use organizational structures (steps , chronological order) and strategies (description).
- e. Begins to use graphic features (charts, pictures, headings).
- f. Begins to use a variety of resources (picture dictionaries, Internet, books) and strategies to gather information to write about a topic.
- g. Begins to develop a sense of closure.
- h. May include oral or written prewriting (graphic organizers).
- i. May include a draft that is revised and edited.
- j. May be published.

The student produces a persuasive piece that:

- a. Captures a reader's interest by stating a position/opinion.
- b. Begins to maintain a focus.
- c. Adds details to support an opinion.
- d. Begins to use formats appropriate to the genre (letter, list of reasons, poster).
- e. May have a sense of closure.
- f. May include oral or written prewriting (graphic organizer).
- g. May include a draft that is revised and edited.
- h. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by stating a position/opinion about a text.
- b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing.
- c. Makes connections: text-to-self, text-to-text, text-to-world.
- d. Begins to use organizational structures (beginning, middle, and end with details from the text).
- e. May have a sense of closure.
- f. May include oral or written prewriting (graphic organizers).
- g. May include a draft that is revised and edited.
- h. May be published.

LISTENING/SPEAKING/VIEWING

The student uses oral and visual strategies to communicate. The student

- a. Follows three-part oral directions.
- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

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First Grade Language Arts Curriculum Map

Concepts listed below reflect the time of year when they are first introduced.

Instruction of concepts is on-going all year

<p>First Nine Weeks</p>	<p>Second Nine Weeks</p>	<p>Third Nine Weeks</p>	<p>Fourth Nine Weeks</p>
<p><u>Concepts of Print</u></p> <p>Knowledge of Print</p> <ul style="list-style-type: none"> • Understands that there are correct spellings for words • Demonstrates an understanding that punctuation and capitalization are used in written sentences 	<p><u>Concepts of Print</u></p> <p>Knowledge of Print</p> <ul style="list-style-type: none"> • Understands that there are correct spellings for words • Demonstrates an understanding that punctuation and capitalization are used in written sentences 	<p><u>Concepts of Print</u></p> <p>Knowledge of Print</p> <ul style="list-style-type: none"> • Understands that there are correct spellings for words • Demonstrates an understanding that punctuation and capitalization are used in written sentences • Identifies the beginning and end of a paragraph 	<p><u>Concepts of Print</u></p> <p>Knowledge of Print</p> <ul style="list-style-type: none"> • Understands that there are correct spellings for words • Demonstrates an understanding that punctuation and capitalization are used in written sentences • Identifies the beginning and end of a paragraph
<p><u>Phonics and Phonological Awareness</u></p> <p>Words and Sounds</p> <ul style="list-style-type: none"> • Isolates beginning, middle, and ending sounds in single syllable words • Identifies onset and rimes in single syllable words • Orally blends two to four phonemes in recognizable and/or nonsense words • Automatically segments one syllable words into sounds 	<p><u>Phonics and Phonological Awareness</u></p> <p>Words and Sounds</p> <ul style="list-style-type: none"> • Isolates beginning, middle, and ending sounds in single syllable words • Identifies onset and rimes in single syllable words • Orally blends two to four phonemes in recognizable and/or nonsense words • Automatically segments one syllable words into sounds • Adds, deletes or substitutes target sounds to change words • Distinguishes between long and short vowel sounds in spoken one syllable words <p>Relationship between Letters, Letter</p>	<p><u>Phonics and Phonological Awareness</u></p> <p>Words and Sounds</p> <ul style="list-style-type: none"> • Isolates beginning, middle, and ending sounds in single syllable words • Identifies onset and rimes in single syllable words • Orally blends two to four phonemes in recognizable and/or nonsense words • Automatically segments one syllable words into sounds • Adds, deletes or substitutes target sounds to change words • Distinguishes between long and short vowel sounds in spoken one syllable words <p>Relationship between Letters, Letter Sounds and Words</p>	<p><u>Phonics and Phonological Awareness</u></p> <p>Words and Sounds</p> <ul style="list-style-type: none"> • Isolates beginning, middle, and ending sounds in single syllable words • Identifies onset and rimes in single syllable words • Orally blends two to four phonemes in recognizable and/or nonsense words • Automatically segments one syllable words into sounds • Adds, deletes or substitutes target sounds to change words • Distinguishes between long and short vowel sounds in spoken one syllable words <p>Relationship between Letters, Letter Sounds and Words</p>

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<p>Relationship between Letters, Letter Sounds and Words</p> <ul style="list-style-type: none"> Applies knowledge of letter-sound correspondence to decode new words <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> Reads and listens to variety of texts and uses new words in speaking and writing <p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> Applies letter-sound knowledge to decode quickly and accurately Automatically recognizes high frequency and familiar words 	<p>Sounds and Words</p> <ul style="list-style-type: none"> Applies knowledge of letter-sound correspondence to decode new words Generates sounds for all letters and letter patterns Reads words containing consonant blends and digraphs Reads words with inflectional endings Reads compound words and contractions Reads words containing vowel digraphs and r-controlled words Uses spelling patterns to recognize words Applies phonic skills when reading and writing words, sentences and stories <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> Reads and listens to variety of texts and uses new words in speaking and writing Identifies antonyms and synonyms <p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> Applies letter-sound knowledge to decode quickly and accurately Automatically recognizes high frequency and familiar words 	<ul style="list-style-type: none"> Applies knowledge of letter-sound correspondence to decode new words Generates sounds for all letters and letter patterns Reads words containing consonant blends and digraphs Reads words with inflectional endings Reads compound words and contractions Reads words containing vowel digraphs and r-controlled words Uses spelling patterns to recognize words Applies phonic skills when reading and writing words, sentences and stories <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> Reads and listens to variety of texts and uses new words in speaking and writing Identifies antonyms and synonyms Recognizes words with multiple meanings <p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> Applies letter-sound knowledge to decode quickly and accurately Automatically recognizes high frequency and familiar words Reads grade-level appropriate text with appropriate expression Uses self correction when subsequent reading indicates an earlier misread within the text 	<ul style="list-style-type: none"> Applies knowledge of letter-sound correspondence to decode new words Generates sounds for all letters and letter patterns Reads words containing consonant blends and digraphs Reads words with inflectional endings Reads compound words and contractions Reads words containing vowel digraphs and r-controlled words Uses spelling patterns to recognize words Applies phonic skills when reading and writing words, sentences and stories <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> Reads and listens to variety of texts and uses new words in speaking and writing Identifies antonyms and synonyms Recognizes words with multiple meanings <p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> Applies letter-sound knowledge to decode quickly and accurately Automatically recognizes high frequency and familiar words Reads grade-level appropriate text with appropriate expression Uses self correction when subsequent reading indicates an earlier misread within the text
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<u>Reading Comprehension</u>	<u>Reading Comprehension</u>	<u>Reading Comprehension</u>	<u>Reading Comprehension</u>
<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Asks and answers questions about essential narrative elements • Connects text and personal experience • Recognizes plot, setting, character within text and compares and contrasts these elements among texts 	<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Asks and answers questions about essential narrative elements • Connects text and personal experience • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Retells stories read independently or with a partner • Distinguishes between fact and fiction 	<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Asks and answers questions about essential narrative elements • Connects text and personal experience • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Retells stories read independently or with a partner • Distinguishes between fact and fiction • Self monitors comprehension and rereads when necessary 	<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Asks and answers questions about essential narrative elements • Connects text and personal experience • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Retells stories read independently or with a partner • Distinguishes between fact and fiction • Self monitors comprehension and rereads when necessary • Recognizes cause and effect relationships in text
<u>Conventions</u>	<u>Conventions</u>	<u>Conventions</u>	<u>Conventions</u>
<ul style="list-style-type: none"> • Prints with appropriate spacing between words and sentences • Writes in complete sentences with subject/verb agreement • Uses nouns (singular and plural) • Begins to use personal pronouns • Uses singular possessive pronouns • Uses appropriate end punctuation and correct capitalization of initial words and proper nouns 	<ul style="list-style-type: none"> • Prints with appropriate spacing between words and sentences • Writes in complete sentences with subject/verb agreement • Uses nouns (singular and plural) • Begins to use personal pronouns • Uses singular possessive pronouns • Uses appropriate end punctuation and correct capitalization of initial words and proper nouns • Uses commas in a series • Writes text on appropriate length to address a topic and tell a story • Describes an experience in writing • Rereads writing, revises and edits to make corrections • Begins to write different types of sentences • Begins to use common rules of 	<ul style="list-style-type: none"> • Prints with appropriate spacing between words and sentences • Writes in complete sentences with subject/verb agreement • Uses nouns (singular and plural) • Begins to use personal pronouns • Uses singular possessive pronouns • Uses appropriate end punctuation and correct capitalization of initial words and proper nouns • Uses commas in a series • Writes text on appropriate length to address a topic and tell a story • Describes an experience in writing • Rereads writing, revises and edits to make corrections • Begins to write different types of sentences • Begins to use common rules of 	<ul style="list-style-type: none"> • Prints with appropriate spacing between words and sentences • Writes in complete sentences with subject/verb agreement • Uses nouns (singular and plural) • Begins to use personal pronouns • Uses singular possessive pronouns • Uses appropriate end punctuation and correct capitalization of initial words and proper nouns • Uses commas in a series • Writes text on appropriate length to address a topic and tell a story • Describes an experience in writing • Rereads writing, revises and edits to make corrections • Begins to write different types of sentences • Begins to use common rules of

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<p style="text-align: center;"><u>Writing</u></p> <p>Response to Literature</p> <ul style="list-style-type: none"> • Captures interest by stating position/opinion about text • Demonstrates understanding of text through retelling, pictures or writing • Makes connections • Begins to use organizational structure (beginning, middle, end with details from the text) • Pre-writes (orally or written) to generate ideas • May include a draft • May include a sense of closure • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking 	<p style="text-align: center;"><u>Writing</u></p> <p>Narrative</p> <ul style="list-style-type: none"> • spelling • Begins to use variety of resources to gather information to write about a topic <ul style="list-style-type: none"> • Captures attention by writing a personal story • Begins to maintain a focus • Adds details to expand the story • Begins to use organizational structure • Begins to develop characters and setting through dialogue and adjectives • May include a sense of closure • May include a draft • Includes oral or written prewriting • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking • Effectively relates experiences and retells story 	<p style="text-align: center;"><u>Writing</u></p> <p>Informational</p> <ul style="list-style-type: none"> • spelling • Begins to use variety of resources to gather information to write about a topic <ul style="list-style-type: none"> • Begins to capture reader's interest • Stays on topic and maintains a focus • Adds detail to expand topic • Begins to use organizational structure (steps) • Begins to use graphic features • Begins to use a variety of resources to gather information about topic • Begins to develop a sense of closure • May include a draft • May include a final copy • Includes oral or written prewriting <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking • Effectively relates experiences and retells story • Recites short poems, rhymes, songs, etc • Begins to use subject-verb agreement and tense 	<p style="text-align: center;"><u>Writing</u></p> <p>Persuasive</p> <ul style="list-style-type: none"> • spelling • Begins to use variety of resources to gather information to write about a topic <ul style="list-style-type: none"> • Captures attention by stating position/opinion • Begins to maintain a focus • Adds details to support an opinion • Begins to use appropriate format (letter, poster) • May include a sense of closure • May include a draft • Includes oral or written prewriting • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Listens and speaks appropriately • Follows two part oral directions • Repeats auditory sequences • Describes people, places, things, locations and action • Increases vocabulary • Uses complete sentences when speaking • Effectively relates experiences and retells story • Recites short poems, rhymes, songs, etc • Begins to use subject-verb agreement and tense
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