

# GRADE ONE RESOURCES

## LISTENING AND SPEAKING

Traditional language arts instruction has typically accorded little attention to the on-going development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

The **Diocesan Speaking and Listening Standards** encourage students to do the following in all content areas and throughout the child’s educational experience.

### 1. Classroom Discussion

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed –upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please”, respond with “yes sir” or “yes mam” to demonstrate respect, etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Respond in complete sentences.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions to self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc).
- Understand and use narrative language to describe people, places, things, locations, events, actions
- Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag”.
- Use courteous language in classroom and social situations.

### 2. Presentation of Ideas and Information

- Follow-multi-step, oral directions
- Give simple directions.
- Provide simple explanations

- Recite nursery rhyme, poem or song independently, using appropriate eye contact, volume, and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.

### 3. **Comprehension and Discussion of Read-Alouds-All texts**

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the first grade level, a child's ability to understand what he hears far outpaces his selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included within the resources. Non-fiction read-alouds should be selected on the basis of the history, science, music, religion and visual art topics identified for Grade 1 curriculum emphasis. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about 2 weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way. Following any read aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, and historical narratives, biographies of the saints, drama, informational text, and poetry.
- Distinguish the following genres of literature: fiction, nonfiction, and drama.

#### **Grasping specific details and key ideas**

- Describe illustrations.
- Sequence 4-6 pictures illustrating events in a read-aloud on a story board.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc

- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

### **Observing Craft and Structure**

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between 2 or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

### **Integrating Information and Evaluating Evidence**

- Prior to listening to a read-aloud, access background knowledge by identifying what they know and have learned that may be related to the specific story or topic to be read-aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard this far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

### **Comprehension and Discussion of Read-Alouds-Fiction, Drama, and Poetry**

- Retell or dramatize a story, using narrative language to describe characters, settings, and a beginning, middle and an end to the events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, settings, and a beginning, middle, and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects places and events.

### **Comprehension and Discussion of Read-aloud—Non-fiction and Informational Text**

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

## **READING**

Refer to the standards. Listed below are the key components to reading instruction and all must be included in a solid reading foundational program regardless of textbook selected and strengths or weaknesses of the textbook. If a resource does not adequately address the following, additional resources **MUST** be obtained to ensure student learning.

1. Print Awareness
2. Phonemic Awareness
3. Phonics: Decoding and Encoding- Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggest that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the the letter-sound correspondence being studied. A multi-sensory approach is best to engage all of the senses and to activate synapses in the brain. Reading and writing---decoding and encoding---are complementary processes that ensure mastery of the written code.

## **CONSONANT SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE**

/b/ spelled 'b' as in *boy*, 'bb', as in *tubby*

/d/ spelled 'd' as in *dog*, "dd" as in *sadder*, 'ed' as in *filled*

/f/ spelled 'f' as in *fun*, 'ff' as in *fun*, 'ff' as in *stuff*

/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*

/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*  
 /k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*  
 /l/ spelled 'l' as in *lip*, 'll' as in *tell*  
 /m/ spelled 'm' as in *mad*, 'mm' as in *hammer*  
 /n/ spelled 'n' as in *net*, 'nn' as in *funny*  
 /p/ spelled 'p' as in *pet*, 'pp' as in *happy*  
 /r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*  
 /s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*  
 /t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*  
 /v/ spelled 'v' as in *vet*, 've' as in *twelve*  
 /w/ spelled 'w' as in *wet*, 'wh' as in *when*  
 /x/ spelled 'x' as in *tax*  
 /y/ spelled 'y' as in *yes*  
 /z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*  
 /ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*  
 /sh/ spelled 'sh' as in *ship*  
 /th/ spelled 'th' as in *thin*  
 /th/ spelled 'th' as in *then*  
 /qu/ spelled 'qu' as in *quick*  
 /ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

## VOWEL SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/a/ spelled 'a' as in *cat*  
 /e/ spelled 'e' as in *get*  
 /i/ spelled 'i' as in *bit*  
 /o/ spelled 'o' as in *hot*  
 /u/ spelled 'u' as in *but*  
 /ae/ spelled 'a\_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*  
 /ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e\_e' as in *Pete*, 'ie' as in *cookie*  
 /ie/ spelled 'i\_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*  
 /oe/ spelled 'o\_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*  
 /ue/ spelled 'u\_e' as in *cute*  
 /aw/ spelled 'aw' as in *paw*  
 /oo/ spelled 'oo' as in *soon*  
 /ou/ spelled 'ou' as in *shout*  
 /oi/ spelled 'oi' as in *oil*  
 /er/ spelled 'er' as in *her*  
 /ar/ spelled 'a' as in *car*  
 /or/ spelled 'or' as in *for*

## **ORAL READING AND FLUENCY**

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (minimum 50 wpm) by the end of the year.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes a day.

## **READING COMPREHENSION---ALL TEXTS**

During the beginning of first grade, most students will still need to devote considerable energy when reading to deciphering the written text. Over the course of the year, they will learn even more elements of the code, meaning that the decodable texts that they can read independently will increasingly resemble “real stories” and trade books. With practice and repeated readings of the same text, students will develop increasing automaticity; allow them to focus more intently on the meaning of what they are reading. Both of these factors, the student’s increasing fluency and the use of more authentic text which is now decodable because of the student’s increasing code knowledge mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text expected at the kindergarten level. This expectation is reflected in the increasing number of Standards and objectives.

### **Reading comprehension-Fiction, Drama, and Poetry**

- Retell or dramatize a story, using narrative language to describe characters, setting, and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

### **Reading comprehension-Nonfiction and informational text**

- Select nonfiction topics from Grade 1 topics science, social studies, religion, music, art and foreign language.

- NCEA also puts out a Working Reading List for Catholic School Students, Early Childhood to Grade Two, by Kay Burgess
- With assistance, create and interpret timelines and lifelines related to text read independently
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

## WRITING

It is important to recognize that of all communication skills- listening, speaking, reading and writing- writing is the most demanding and challenging. With that in mind, writing must share equal emphasis with reading. To this end, it is important that teachers have age appropriate expectations about what first grade student writing should resemble. Students have not been taught all of the spellings they will need to achieve dictionary-correct spelling. It is reasonable to expect students to use phonetic (letter/sound correspondence) or invented spellings in their writings. This should be viewed as good at this stage of literacy. Furthermore, while teachers can begin to model and scaffold the use of a writing process, it is important to not decrease student enthusiasm by rigidity insisting that all student writing be edited. You can begin to help them think about the “publication” stage but encouraging and promoting creativity is optimal at this stage.

## Recommended Fiction Selections

Also, refer to NCEA’s *A Working Reading List for Catholic School Students, Early Childhood Preschool to Grade Two*, by Kay Burgess (Contains both Fiction and Non-Fiction titles)

### A. Stories

- The boy at the dike (folktale from Holland)
- The Frog Prince
- Hansel and Gretel
- Selections from *The House at Pooh Corner* (A.A. Milne)
- How Anasai Got Stories from the Sky god (folktale from West Africa)
- It Could Always Be Worse (Yiddish folktale)
- Keoni’s Big Question. Patti B. Ogden
- Many Colored Blessings, Dandi Baley Mackall, Wheaton
- Jack and the Beanstalk
- The Knee-High Man (African-American folktale)
- Medio Pollito (Hispanic Folktale)
- The Pied Piper of Hamelin
- Pinocchio
- The Princess and the Pea
- Puss-in-Boots
- Rapunzel

Rumpelstiltskin

Sleeping Beauty

*The Tale of Peter Rabbit* (Beatrix Potter)

*Tales of Br'er Rabbit* (Recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner/ Br'er Rabbit Tricks Br'er Bear; Br'er rabbit and the Tar Baby)

Why the Owl has Big Eyes (Native American legend)

B. Aesop's Fables

The Boy Who Cried Wolf

The Dog in the Manger

The Wolf in Sheep's Clothing

The Maid and the Milk Pail

The Fox and the Grapes

The Goose and the Golden Eggs

C. Holy Bible

Children's bible

Creation stories

Noah's Ark

Life of Christ

See Grade One Religion curriculum standards for scripture topics

D. Different Lands, Similar Stories

Teachers: To give students an idea that people all around the world tell certain stories that while they differ in details, they have much in common, introduce students to similar folktales from different lands, such as the following:

Lon Po Po (China) and Little Red Riding Hood

Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam)

E. Books

( Suggestions are in progress)

F. Literary Terms

Characters, heroes, and heroines

Drama: actors, actresses, costumes, scenery and props, theater, stage, audience

### SAYINGS AND PHRASES

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed, but it is especially

helpful for students who speak a first language different from English (ELL students). These sayings represent a part of our common American English culture. They are also fun to depict in illustrations and to use as a writing topic by having the students explain in their own way their meaning.

A.M. and P.M.

An apple a day keeps the doctor away.

Do unto others as you would have them do unto you. (Golden rule also in kindergarten)

Fish out of water

Hit the nail on the head.

If at first you don't succeed, try, try again.

Land of Nod.

Let eh cat out of the bag.

The more the merrier.

Never leave till tomorrow what you can do today.

Practice makes perfect. (Also in kindergarten)

Sour grapes.

There is no place like home.

Wolf in sheep's clothing.