

Northwestern School Corporation
Reading Curriculum

First Grade

I. Reading Appreciation

The students will:

- Demonstrate a sense of identification and emotional involvement with a story.
- Use a variety of print resources to fulfill needs and interests.
- Engage in reading, listening, and writing activities.
- Share personal experiences and ideas through language arts activities.

II. Reading Readiness

A. Print Skills

The students will:

- Recognize that reading/writing goes from left to right, top to bottom
- Recognize written words are separated by spaces.
- Recognize difference between letters and words in print.
- When given several letters, identify the non-identical letter.
- Name a letter of the alphabet when shown.
- Identify letters of the alphabet when named by the teacher.
- Match oral words to printed words.
- Identify letters, words, and sentences.
- Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

B. Alphabet Recognition

The students will:

- Identify upper and lower case letters of the alphabet in isolation and in order.

C. Phonemic Awareness

The students will:

- Recognize that letters stand for a sound.
- Count the number of words in a spoken sentence.
- Identify letters, words, and sentences.
- Recognize that words can rhyme.
- Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
- Recognize that the vowels' sounds can be represented by different letters.
- Blend two to four phonemes (sounds) into recognizable words.
- Recognize different vowel sounds in orally stated single-syllable words (bit, bite)
- Add, delete, or change sounds to create a series of rhyming words.

III. Decoding

A. Phonics

The students will:

- Recognize and name the sounds of letters.
- Differentiate between vowels and consonants.
- Identify beginning, middle, and ending sounds of a word.
- Pronounce another word that begins with the same sound after listening to a spoken word.
- Select and/or state words that rhyme with a given word.
- Name rhyming words.
- Given a word family, create new words by changing initial consonants or blend substitutions.
- Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
- Identify vowel sounds.
- Given a word, identify if the vowel is long or short.
- Use phonics and context clues as self-correction strategies when reading.
- Name and write blends when given a word. (bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, scr, spr, str, spl, squ, dw, and tw)
- Begin application of blends to decode unfamiliar words.
- Name, and write consonant digraphs when given a word. (ch, gh, sh, wh, th, ph, gn, kn, ck, and wr)
- Begin application of consonant digraphs to decode unfamiliar words.
- Recognize the different vowel patterns that create long and short vowel sounds.
- Decode words with r-controlled vowels (ar, or, ir, er, and ur).
- Decode words with special vowel sounds (all, ell, oll, ull, ill, au, aw, ou, ow, oi, oy, and oo).
- Decode words with irregular vowel patterns (ea-head, CVCe-have, igh-night)
- Decode words with a schwa sound (ex: above, about)
- Distinguish between two pronounced words (which, witch).
- Recognize that words have syllables.
- Divide words into syllables.
- Decode and pronounce the variant sounds for hard and soft “c” and “g” (1. when c is followed by ‘i’ or ‘e’ it says /s/ 2. When g is followed by ‘i’ or ‘e’ it says /j/ 3. k takes ‘i’ and ‘e’, ‘c’ takes the other three ‘a’, ‘o’, ‘u’.
- Recognize prefixes, suffixes and base words to construct word meaning.

B. Word Recognition

The students will:

- Read grade-level high frequency word lists
- Exhibit an understanding of vocabulary used by the teacher or in the story.
- Read aloud grade-level appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- Use context clues to determine a missing word in sentences.

- Use context clues to determine the meaning of an unknown word in a sentence.
- Identify words as synonyms (words with the same meaning)
- Identify words as antonyms (words that have opposite meanings)
- Recognize and use homonyms (words that are spelled and pronounced the same but with multiple meanings such as row-of corn, and row-like a boat and bank-a place of commerce and bank-of the river), homophones (words that sound the same but have different meanings such as: red and read or knight and night), and homographs (words that have the same spelling but different pronunciation such as: read and read or wind and wind).
- Recognize and use punctuation marks when reading orally using appropriate voice inflection.

C. Word Analysis / Structure

The students will:

- Read and understand simple compound words.
- Form contractions and distinguish the components of contractions.
- Read and understand root words (look) and their inflectional forms (looks, looked, looking and that the s added to the end of a word means more than one).

IV. Vocabulary

A. Experiential Background

The students will:

- Relate prior knowledge to what is read.
- Describe common objects and events in general and specific, age appropriate language.
- Identify and classify words into categories.
- Expand on word meanings.
- Understand that a dictionary/glossary is tools to be used to determine the meaning and spelling of unknown words.
- Correctly use vocabulary specific to all content areas.

V. Comprehension strategies

The students will:

- Identify the title, author, illustrator, and table of contents of a reading selection.
- Use knowledge of the author's purpose to comprehend informational text.
- Comprehend a variety of genres including familiar signs, environmental print, picture books, predictable books, humor, mysteries, fiction/non-fiction, nursery rhymes, fairy tales, folk tales, text books, learning materials, and materials of personal choice.
- Locate the sentence that answers specific questions.
- Demonstrate the ability to identify details by recognizing specific facts from text.
- Retell the events in sequence when given a group of scrambled pictures depicting a familiar series of events.
- Identify text that uses sequence of other logical order.
- Retell/rewrite sentences in correct sequence after reading a story.

- Identify or write a sentence which describes the main idea of a selection and give supporting details.
- Compare and contrast different elements in stories, poems, or songs about various cultures.
- Use background or prior knowledge to construct meaning.
- Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
- Recognize relationships by identifying the corresponding cause and effect statements.
- Identify the characteristics and/or feeling of each character as implied by the content of the story.
- Identify the similarities and differences among the characters in the story.
- Predict a character's response when a character demonstrates certain reactions to events or other characters.
- Predict an outcome of a story when given a picture, a title, or the first part of the story.
- Create different endings to stories and identify the reason and the impact of the different ending.
- Identify and describe main idea, setting, and characters in a story.
- Retell the beginning, middle, and end of a given story.
- Describe the roles of authors and illustrators.
- Differentiate between reality and fantasy, fact and opinion, and fiction and non-fiction.
- Relate personal experiences to a story character that has had a similar experience.
- Read daily in independent-level and instructional-level materials to demonstrate characteristics of fluent and effective reading.
- Read aloud in selected texts, demonstrating understanding of text and engaging a listener.
- Interpret information from diagrams, charts, and graphs.
- Follow one-step written instructions.

VI. Literature

The students will:

- Listen to and memorize rhymes.
- Participate in role play related to literature
- Recognize a biography.
- Identify use of sound devices (onomatopoeia), repetition, rhyme, rhythm, alliteration.