LAN0100

1ST GRADE LITERACY

COURSE DESCRIPTION

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will begin to communicate ideas in writing.

PREREQUISITES

None

MATERIALS LIST

Tablet paper  For Science:
Spiral notebook – 120 pages wide ruled an assortment of different kinds of rocks
Pencils vinegar
Erasers eyedropper
Crayons, markers, and or colored pencils magnifying glass
Glue and Tape Ice cubes
Construction paper Pot
Highlighter Glass
Set of magnetic letters or letter cutouts that Stove
Freezer
can be used to create words Water
Brads to attach pieces of a project ziploc bag
Cotton balls permanent marker
Construction paper
Poster Board
MEASURABLE LEARNING OUTCOMES

Oral Language

The student will continue to demonstrate growth in the use of oral language.
   a) Listen and respond to a variety of electronic media and other age-appropriate materials.
   b) Tell and retell stories and events in logical order.
   c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
   d) Participate in creative dramatics.
   e) Express ideas orally in complete sentences.

The student will expand understanding and use of word meanings.
   a) Increase listening and speaking vocabularies.
   b) Begin to ask for clarification and explanation of words and ideas.
   c) Use common singular and plural nouns.
   d) Use vocabulary from other content areas.

The student will adapt or change oral language to fit the situation.
   a) Initiate conversation with peers and adults.
   b) Follow rules for conversation using appropriate voice level in small-group settings.
   c) Ask and respond to questions.
   d) Follow simple two-step oral directions.
   e) Give simple two-step oral directions.

The student will orally identify, produce, and manipulate various units of speech sounds within words.
   a) Create rhyming words.
   b) Count phonemes (sounds) in one-syllable words.
   c) Blend sounds to make one-syllable words.
   d) Segment one-syllable words into individual speech sounds (phonemes).
   e) Add or delete phonemes(sounds) to make new words.

Reading

The student will apply knowledge of how print is organized and read.
   a) Read from left to right and from top to bottom.
   b) Match spoken words with print.
   c) Identify letters, words, sentences, and ending punctuation.
   d) Read his/her own writing.

The student will apply phonetic principles to read and spell.
   a) Use beginning and ending consonants to decode and spell single-syllable words.
   b) Use two-letter consonant blends to decode and spell single-syllable words.
   c) Use beginning consonant digraphs to decode and spell single-syllable words.
   d) Use short vowel sounds to decode and spell single-syllable words.
   e) Blend beginning, middle, and ending sounds to recognize and read words.
   f) Use word patterns to decode unfamiliar words.
   g) Read and spell simple two-syllable compound words.
   h) Read and spell commonly used sight words.

The student will use semantic clues and syntax to expand vocabulary when reading.
   a) Use words, phrases, and sentences.
   b) Use titles and pictures.
c) Use information in the story to read words.
d) Use knowledge of sentence structure.
e) Use knowledge of story structure.
f) Reread and self-correct.

The student will expand vocabulary.
a) Discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.
c) Ask for the meaning of unknown words and make connections to familiar words.
d) Use text clues such as words or pictures to discern meanings of unknown words.
e) Use vocabulary from other content areas.

The student will read and demonstrate comprehension of a variety of fictional texts.
a) Preview the selection.
b) Set a purpose for reading.
c) Relate previous experiences to what is read.
d) Make and confirm predictions.
e) Ask and answer who, what, when, where, why, and how questions about what is read.
f) Identify characters, setting, and important events.
g) Retell stories and events, using beginning, middle, and end.
h) Identify the main idea or theme.
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

The student will read and demonstrate comprehension of a variety of nonfiction texts.
a) Preview the selection.
b) Use prior and background knowledge as context for new learning.
c) Set a purpose for reading.
d) Identify text features such as pictures, headings, charts, and captions.
e) Make and confirm predictions.
f) Ask and answer who, what, where, when, why, and how questions about what is read.
g) Identify the main idea.
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

The student will use simple reference materials.
a) Use knowledge of alphabetical order by first letter.
b) Use a picture dictionary to find meanings of unfamiliar words.

Writing
The student will print legibly.
a) Form letters accurately.
b) Space words within sentences.
c) Use the alphabetic code to write unknown words phonetically.

The student will write to communicate ideas for a variety of purposes.
a) Generate ideas.
b) Focus on one topic.
c) Revise by adding descriptive words when writing about people, places, things, and events.
d) Use complete sentences in final copies.
e) Begin each sentence with a capital letter and use ending punctuation in final copies.
f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
g) Share writing with others.

The student will use available technology for reading and writing.
Social Studies Standards:
1. The standards for first-grade students include an introduction to the lives of American leaders and their contributions to the United States.
2. Students should recognize basic map symbols and construct a simple map of a familiar area.
3. The students should study the economic concepts of goods and services, consumers and producers, and making economic choices.
4. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments and include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.
5. The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
6. The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
7. The student will discuss the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).

Geography
1. The student will develop map skills by
   a) recognizing basic map symbols, including references to land, water, cities, and roads;
   b) using cardinal directions on maps;
   c) identifying the shapes of the United States and Virginia on maps and globes;
   d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
2. The student will construct a simple map of a familiar area, using basic map symbols in the map legend.
3. The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics
1. The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.
2. The student will explain that people make choices because they cannot have everything they want.
3. The student will recognize that people save money for the future to purchase goods and services.

Civics
1. The student will apply the traits of a good citizen by
   a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
   b) recognizing the purpose of rules and practicing self-control;
   c) working hard in school;
   d) taking responsibility for one’s own actions;
   e) valuing honesty and truthfulness in oneself and others;
   f) participating in classroom decision making through voting.
2. The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
   a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
   b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.
3. The student will recognize that communities
   a) have local governments;
   b) benefit from people who volunteer in their communities;
c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

**Science Standards:**

1. The first-grade standards continue to stress basic science skills in understanding familiar objects and events.
2. Students are expected to begin conducting simple experiments and be responsible for some of the planning.
3. Students are introduced to the concept of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interactions with one another.
4. Students are expected to know the basic relationships between the sun and Earth and the relationship between seasonal changes and plant and animal activities.
5. Students will also begin to develop an understanding of moving objects, simple solutions, and important natural resources.

**Scientific Investigation, Reasoning, and Logic**

1. The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
   a) the senses are used to observe differences in physical properties;
   b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
   c) objects or events are classified and arranged according to characteristics or properties;
   d) simple tools are used to enhance observations;
   e) length, mass, volume, and temperature are measured using nonstandard units;
   f) inferences are made and conclusions are drawn about familiar objects and events;
   g) a question is developed from one or more observations;
   h) predictions are made based on patterns of observations;
   i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
   j) simple investigations and experiments are conducted to answer questions.

**Force, Motion, and Energy**

The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

a) objects may have straight, circular, and back-and-forth motions;

b) objects may vibrate and produce sound; and

c) pushes or pulls can change the movement of an object.

**Matter**

The student will investigate and understand how different common materials interact with water. Key concepts include

a) some liquids will separate when mixed with water, but others will not;

b) some solids will dissolve in water, but others will not; and

c) some substances will dissolve more readily in hot water than in cold water.

**Life Processes**

1. The student will investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include

a) plants need nutrients, air, water, light, and a place to grow;

b) basic parts of plants; and
c) plants can be classified based on a variety of characteristics.

2. The student will investigate and understand that animals and humans have basic needs and certain distinguishing characteristics. Key concepts include
   a) basic needs of adequate air, food, water, shelter, and space (habitat);
   b) animals, including humans, have many different physical characteristics; and
   c) animals can be classified according to a variety of characteristics.

**Interrelationships in Earth/Space Systems**
The student will investigate and understand the basic relationships between the sun and Earth.
Key concepts include the following:
   a) the sun is the source of energy and light that warms the land, air, and water; and
   b) the sun’s relative position in the morning is east and in the late afternoon is west.

**Earth Patterns, Cycles, and Change**
The student will investigate and understand weather and seasonal changes. Key concepts include the following:
   a) changes in temperature, light, and precipitation affect plants and animals, including humans;
   b) there are relationships between daily and seasonal changes; and
   c) changes in temperature, light, and precipitation can be observed and recorded over time.

**Earth Resources**
The student will investigate and understand that natural resources are limited. Key concepts include the following:
   a) identification of natural resources;
   b) factors that affect air and water quality; and
   c) recycling, reusing, and reducing consumption of natural resources.

**COURSE REQUIREMENTS AND ASSIGNMENTS**
   A. Individual lesson assessments
   B. Education City assessments
   C. Reading Eggs/Phonics assessments

**COURSE GRADING AND POLICIES**

ALL ASSESSMENTS IN THE FIRST GRADE ARE GIVEN THE SAME WEIGHT.

**SCALE:**
A  90 – 100
B  80 – 89
C  70 – 79
D  60 – 69
F  Below 60

**OTHER POLICIES**
Academic Misconduct: See Student Handbook
Repeating Assignments: Students may have two attempts on lessons. Quizzes and tests cannot be repeated to gain a higher grade. Quizzes and tests may be reset for technical issues, but a new set of questions will be generated.