Grade 1 Reading and Literature Objectives

STATE GOAL 1: Reading with understanding and fluency.

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

Students will be able to:
- Identify rhyming words.
- Understand that rhyming words can have different spelling patterns.
- Name all letters and related sounds, upper and lower case.
- Identify initial and final consonant sounds.
- Identify short and long vowel sounds; letter/sound relationships.
- Apply knowledge of word families to recognize new words.
- Notice and use simple word patterns or clusters of letters that occur frequently together such as blends, diphthongs, and digraphs.
- Read grade level sight words with automaticity.
- Identify synonyms and antonyms.
- Recognize that words can have more than one meaning.
- Identify simple compound words.
- Recognize simple contractions and the words they represent.
- Use context clues, including pictures and prior knowledge, to identify unfamiliar words.
- Begin to use a grade appropriate dictionary.
- Begin to use table of contents in informational books.
- Begin to recognize miscues that interfere with meaning and use reading strategies for self-correction.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.

Students will be able to:
- Establish purpose for reading.
- Discuss prior knowledge of topics that relate to the text before reading.
- Make predictions and read to confirm or revise them.
- Retell a story by sequencing the events of a selection to demonstrate comprehension.
- Ask questions to seek elaboration.
- Understand and use the following literary terms: title, author, and illustrator.
- Read age-appropriate materials with accuracy and fluency.
1C. Comprehend a broad range of reading materials.

1.C.1a Use information to form questions and verify predictions.
1.C.1b Identify important themes and topics.
1.C.1c Make comparisons across reading selections.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.

Students will be able to:
- Begin to recognize the author’s purpose.
- Begin to recognize the main idea of a reading passage.
- Compare books by the same author.
- Compare familiar books that have the same theme or topic.
- Summarize a story including beginning, middle and end.
- Demonstrate understanding of text through dramatization, discussion, art or writing after reading.
- Sequence the events of a story.
- Identify and begin to interpret information presented in diagrams and charts.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.
2.A.1b Classify literary works as fiction or nonfiction.

Students will be able to:
- Describe and compare characters, settings, and/or events in stories or pictures.
- Identify story elements such as characters, setting, problem and solution.
- Become familiar with fiction and non-fiction text structures.
- Begin to recognize that prose is written in sentences and organized into paragraphs.
- Begin to recognize that poetry has a regular beat and similarities of sound (rhythm and rhyme).

2B. Read and interpret a variety of literary works.

2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.
2.B.1c Relate character, setting and plot to real-life situations.

Students will be able to:
- Make connections between the text and personal experiences.
- Relate character, setting and plot to real-life situations.
- Discuss and evaluate a text.
STATE GOAL 3: Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Students will be able to:
- Write in complete sentences.
- Demonstrate appropriate use of nouns and pronouns as subjects, adjectives to describe nouns, and verbs to show action when writing sentences.
- Use correct capitalization at the beginning of sentences and proper names, and the pronoun “I.”
- Use ending punctuation (period, question mark, and exclamation point).
- Begin to use apostrophes to correctly punctuate contractions and show possession.
- Use appropriate developmental spelling with beginning, middle and ending sounds.
- Spell district sight words correctly.
- Print legibly with proper upper and lower-case D’Nealian letter formation.

3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).

Students will be able to:
- Participate in a variety of prewriting activities including drawing, brainstorming, and graphic organizers.
- Use basic components of the writing process including prewriting, drafting, and publishing for a variety of purposes.
- Write multiple sentences to support a main idea or story.
- Create picture(s) and writing to sequentially tell a story.
- Become aware of the traits of quality writing (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentations).

3C. Communicate ideas in writing

3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.

Students will be able to:
- Communicate in writing using journals, stories, reports, and friendly letters.
- Write and illustrate to demonstrate learning.
- Write and illustrate a narrative story with a beginning, middle, and end.
• Organize a piece of expository writing that supports a main idea with some supporting details.
• Use available technology and visual media to convey meaning.
• Select a piece of writing for revision and classroom publication or sharing with peers.

STATE GOAL 4:  
*Listen and speak effectively in a variety of situations.*

4A. Listen effectively in formal and informal situations.

4.A.1a  Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
4.A.1b  Ask questions and respond to questions from the teacher and from group members to improve comprehension.
4.A.1c  Follow oral instructions accurately.

Students will be able to:
• Listen by facing the speaker, making eye contact and responding appropriately.
• Ask and respond to topic oriented questions.
• Restate and follow multi-step oral instructions.

4B. Speak effectively using language appropriate to the situation and audience.

4.B.1a  Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell)
4.B.1b  Participate in discussions around a common topic.

Students will be able to:
• Use language that is clear, audible, and appropriate to present brief oral reports. (for example: show and tell presentations and oral sharing of written work.)
• Participate in discussions around a common topic.
• Ask relevant questions for clarification and understanding.
• Recite poems, rhymes, songs or stories.

STATE GOAL 5:  
*Use the language arts to acquire, assess and communicate information.*

5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.1a  Identify questions and gather information.
5.A.1b  Locate information using a variety of resources.

Students will be able to:
• Participate in identifying and formulating questions to gather information.
• Locate information using a variety of age-appropriate resources.
5B. Analyze and evaluate information acquired from various sources.

5.B.1a Select and organize information from various sources for a specific purpose.
5.B.1b Cite sources used.

Students will be able to:
- Understand the difference between fiction and non-fiction.
- Understand the difference between media for information and media for entertainment.
- Understand the difference between fact and opinion.
- Answer questions and solve problems using acquired information.

5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.1a Write letters, reports and stories based on acquired information.
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.

Students will be able to:
- Obtain information from classroom materials such as books, charts, word wall, dictionaries, and multi-media information.
- Participate in shared writing experiences based on learned information.
- Communicate new information through illustrations and/or text.