

Language Arts First Grade

First Grade Accomplishments in Reading	Home Activities that Support Reading
<ul style="list-style-type: none"> ✚ Makes a transition from emergent to “real” reading. ✚ Reads aloud with accuracy and comprehension any text that is appropriately designed for the first half of grade 1. ✚ Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g. sit, zot), using print-sound mappings to sound out unknown words. ✚ Uses letter-sound correspondence knowledge to sound out unknown words when reading text. ✚ Recognizes common, irregularly spelled words by sight (have, said, where, two). ✚ Has a reading vocabulary of 300 to 500 words, sight words and easily sounded out words. ✚ Monitors own reading and self-correct when and incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word. ✚ Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level. ✚ Shows evidence of expanding language repertory, including increasing appropriate use of standard more formal language registers. ✚ Creates own written texts to others to read. ✚ Notices when difficulties are encountered in understanding text. ✚ Reading and understand simple writing instruction. ✚ Predicts and justifies what will happen next in stories. ✚ Discuss prior knowledge of topics in expository texts. ✚ Discusses how, why, and what-if questions in sharing nonfiction texts. ✚ Describes new information gained from texts in own words. 	<p>Reading Tips for Parents:</p> <ul style="list-style-type: none"> ✚ Read with your child everyday – familiar stories. ✚ Discuss new words. Ask your child what it means based on the story you are reading. ✚ Read from a variety of children’s books, including fairy tales, song books, poems and informational books. ✚ Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where you child can easily reach them. ✚ Make words with your child. Have cards with consonants written in black and vowels in red. Let your child make simple words to start 3 and 4 letter words. ✚ Mystery word activity – provide your child the letters of a word out of order. Have them make as many words from the letters as possible. Have them figure out the mystery word. A I N R T (mystery word is TRAIN) ✚ Have your child write and illustrate their own story. Have them read it to you.

- ✚ Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple text fail to make sense.
- ✚ Can answer simple written comprehension questions based on material read.
- ✚ Can count number of syllables in a word.
- ✚ Can blend or segment the phonemes of most one-syllable words.
- ✚ Spells correctly three and four letter short vowel words.
- ✚ Composes fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, rereading for meaning, and some self-correction).
- ✚ Uses invented spelling/phonics knowledge to spell independently, when necessary.
- ✚ Show spelling consciousness or sensitivity to conventional spelling.
- ✚ Uses basic punctuation and capitalization
- ✚ Produces a variety of types of compositions (e.g., stories, descriptions, journal entries) showing appropriate relationships between printed text, illustrations, and other graphics.
- ✚ Engages in a variety of literary activities voluntarily (e.g., choosing books and stories to read, writing a note to a friend).

For a child to read fluently, he or she must recognize words at a glance, and use the conventions of letter-sound correspondence automatically. Without these word recognition skills, children will never be able to read or understand text comfortably and competently. Teachers help children with this hurdle by providing intense and intentional instruction on the structure of oral language and on the connections between phonemes and spellings.

In addition, first graders need intensive opportunities to read, each and every day, meaningful and engaging texts, both aloud with others and independently. In the first grade and throughout the early grades, teachers should include explicit instruction and comprehension strategies, such as summarizing the main idea, predicting, and drawing inferences. In addition, first graders must have ample encouragement to write, even this means using creative or inventive spelling.

Starting Out Right by National Research Council

- Accomplishments list from *Preventing Reading Difficulties in Young Children*, The National Research Council