

Galway ELA Curriculum Guide
1st Grade

READING:

Phonemic Awareness

- Count the number of syllables in a word
- Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words
- Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words

Decoding Including Phonics and Structural Analysis

- Identify and produce letter-sound correspondences, including consonants and short and long vowels
- Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words
- Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (s-it, s-at)
- Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds
- Check accuracy of decoding using context to monitor and self-correct

Print Awareness

- Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings

Fluency

- Sight-read automatically grade-level common, high-frequency words
- Sight-read automatically grade-level irregularly spelled words
- Sight-read automatically 300–500 words including sight and decodable words (Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press, p. 81.)
- Use punctuation clues to read connected text with expression, accuracy and fluency
- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM) (Davidson, M., & Towner, J. (2000). *Reading Screening Test*. Bellingham, WA: Applied Research and Development Center.)

Background Knowledge and Vocabulary Development

- Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary
- Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
- Connect words and ideas in books to prior knowledge
- Learn new words indirectly from reading books and other print sources
- Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts
- Use a dictionary to learn the meanings of words

Comprehension Strategies

- Read grade-level texts for different purposes
- Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text
- Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text
- Use graphic or semantic organizers to organize and categorize information
- Ask questions in response to texts
- Answer simple questions (such as how? why? what if?) in response to texts
- Sequence events in retelling stories
- Summarize main ideas from informational texts
- Follow simple written instructions
- Use own perspectives and opinions to comprehend text

Motivation to Read

- Show interest in reading a range of grade-level children's texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts
- Read voluntarily familiar grade-level texts
- Show familiarity with title and author of grade-level books

WRITING:

Spelling

- Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families

- Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for *cat*)
- Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words
- Spell correctly three- and four-letter short vowel words
- Understand the difference between conventional spelling, and sound or invented spelling

Handwriting

- Write legibly most uppercase and lowercase manuscript letters
- Write letters legibly when dictated

Composition

- Write stories and informational text that establish a topic and use words that can be understood by others
- Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Use conventional capitalization and punctuation to begin and end sentences
- Write compositions for different purposes and include text, illustrations, and other graphics

Motivation to Write

- Write voluntarily to communicate to others
- Write voluntarily for different purposes (e.g., tell stories, share information, give directions, write to a friend)
- Share writing with others (e.g., participate in author's circle)

LISTENING:

Listening

- Listen attentively to spoken language, including grade-level books read aloud
- Listen attentively for different purposes
- Listen respectfully without interrupting when others speak
- Attend to a listening activity for a specified period of time

SPEAKING:

Speaking

- Use grade-level vocabulary and conventional grammar in own speech
- Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)
- Vary language style (e.g., formal or informal) according to purpose of communication (e.g., conversation with peers or presentation to a group)
- Speak audibly
- Speak with speed and expression appropriate to the purpose and audience
- Take turns in conversation or speaking in a group
- Respond appropriately to what others are saying