

Enjoyment of reading is the key to becoming a reader.

- self-selects reading materials for independent reading
- participates in shared reading



Writing is a means of communication. Students write for a variety of purposes in all content areas.

- using the correct spelling of known words
- holding a pencil correctly
- forming letters properly
- using appropriate spacing for letters and words
- using writing as a means of communication
- demonstrating risk taking behaviors
- using correct punctuation and capitalization
- writing a sentence that is a complete thought
- using a variety of forms of writing,
- writing for a specific audience
- using predictable language patterns in their writing
- dictating a story
- incorporating details if appropriate
- writing a story with a clear beginning, middle and end
- choosing writing as an activity
- writing with a strong sense of self (voice)

English Language use is the ability to communicate effectively to a variety of audiences.

- listening and responding to directions
- asking questions
- respecting a speaker through listening appropriately
- expressing needs appropriately
- contributing to class discussions
- listening to messages delivered through different media
- using available technology

Literature may be used for enjoyment, information or appreciating the world around us.

- enjoying a variety of literature
- respecting all materials
- responding to literature through art, drama, discussion, music or a project
- demonstrating a familiarity with fiction, nonfiction, poetry, fairy tales, humor, folk tales, biographies, mysteries
- distinguishing between literary and informational text
- identifying repeated language patterns



Ask your child's teacher when you have questions or concerns. We appreciate your willingness to be involved and are happy to provide needed information.



A Parent's Guide to the...

First Grade **Elementary Language Arts Curriculum**



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Learning to read and write is critical to student success. We welcome you as a partner in your child's learning.

This guide will identify the major skills your child will be learning this year. Other skills/strategies will be taught but are not assessed.



Reading:

Phonemic awareness is the ability to hear and identify individual sounds and phonemes in words.

- recognizing sounds in words
- blending sounds to make a word
- recognizing words when sounds are added or removed

Phonics is the understanding of the relationship between sounds and letters.

- hearing syllables
- identifying sounds in initial, medial and final positions
- onset and rime ~ part = /p/ art
- recognizing letters and their sounds and hearing sounds and identifying letters
- identifying two letters which make one sound – sh,wh,th,ch
- identifying short and long vowel sounds
- identifying the blended sound of two letters – tr, bl, st, cl
- counting syllables in 1- 4 syllable words

Early reading concepts are the foundation to learning to read.

- recognizing and producing rhymes
- isolating words in sentences



Word recognition and vocabulary skills help the reader to work with words.

- identifying words in context
- reading basic vocabulary by sight
- sorting words according to category
- looking at word structure/meaning to expand their knowledge of words
- identifying concept similarities (analogies, multiple meanings)
- taking risks with unknown words

Word strategies are the tools the student uses to identify words and make meaning from their reading.

- using the meaning or structure of a sentence to identify unknown words
- using letters and sounds
- identifying similar and opposite meanings
- using more than one approach to unknown words
- describing words in terms of category, features, functions
- using rereading as a way to figure out an unknown word



Concepts about print help children to bring basic word understandings to text.

- key parts of a book (front, back, title, author, illustrator)
- left to right page and line directionality
- moving to a second line of text
- matching the words read with the text
- locating known and unknown words
- identifying the first and last part of words and of sentences

identifying basic punctuation and usage
Comprehension is the goal of all reading. Students need to understand what they have read and be able to recall information.

- participating in read aloud activities
- creating mental images of what is read
- identifying characters, setting, main idea, problem and solution
- retelling a story without prompting
- noticing when their reading doesn't make sense, look right or sound right
- responding orally to questions
- making connections between what students know and what they are learning
- predicting what will happen in a story
- drawing conclusions from text read
- sequencing story events
- identifying story elements as fiction/nonfiction
- gathering information from nonfiction text
- demonstrating understanding through charts, webs etc.
- asking questions before, during and after reading
- recognizing similarities and differences in information within and among text
- reading at grade level with 90-94% accuracy

Fluency is important because it helps to provide a bridge between word recognition and comprehension. It includes rate, expression and voice.

- practicing with audio tapes, choral reading, partner reading, drama
- reading known books fluently