

First Grade Language Arts Literacy Checklist

3.1.1 A Concepts About Print

- ▶ **Locate/identify title, author, and illustrator of text.**
- ▶ **Practice reading print in the environment at school and home with assistance.**
- ▶ **Interpret simple graphs, charts, and diagrams.**
- ▶ **Match oral words to printed words (e.g., pointing to print as one reads), noticing end-of-sentence punctuation.**

Essential Questions: How does understanding the features of print make language more meaningful?

Enduring Understandings: Understanding features, structures, and characteristics of print help young readers bring meaning to their environment and to their experiences with language.

Suggested Activities/Resources (in addition to guided reading with leveled materials):

Create a print-rich environment with clear, legible manuscript at eye level or reachable with a short pointer. Children can “read around the room” and have no difficulty following each line of print. Model how to interpret graphic features with teacher think-alouds. Use shared and interactive writing, calling attention to spacing and use of print conventions as words are written on the chart paper. Reread and use a pointer to track words as they are said aloud.

Suggested Assessment Activities:

Observe child during writing workshop activities to see if print conventions are being used. Use guided reading groups to assess how well students are tracking print, and whether they can identify titles, authors, and illustrators.

3.1.1 B Phonological/Phonemic Awareness

- ▶ **Demonstrate understanding of all sound-symbol relationships.**
- ▶ **Given a spoken word, identify the beginning/middle/ending sounds.**
- ▶ **Blend/segment phonemes of most one-syllable words.**
- ▶ **Listen/identify the number of syllables in a word.**
- ▶ **Add/delete/change sounds to change words (e.g., cow to how, cat to can).**

Essential Questions: How are sounds represented by letters?

Enduring Understandings: Letter and letter combinations represent the sounds of our language.

Suggested Activities/Resources (in addition to guided reading with leveled materials):

Invent new rhymes and sing them, using simple tunes everyone knows. Have students create nonsense words to fit the rhyme by changing beginning sounds. Use picture cards and ask students to say the word without its beginning sound (or ending sound). Use a rubber band to model how to stretch out sounds and segment them. Students can draw sound boxes on lap boards and write sounds they hear as they stretch the word. Model how to blend the sounds to say the word fast (bring rubber band back to original length).

Suggested Assessment Activities:

Use a phonological assessment checklist to evaluate if a child can blend/segment phonemes, identify the number of syllables, and substitute sounds to change words. Use an alphabet chart to assess which letter-sound correspondences have been mastered and which have not.

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3.1.1 C Decoding/Word Recognition

- ▶ Identify all consonant sounds in spoken words, including blends such as *bl, br*; and digraphs such as *th, wh*.
- ▶ Identify all short/long vowel sounds.
- ▶ Recognize/use/produce rhyming words to reinforce decoding skills.
- ▶ Decode regular one-syllable words and nonsense words (e.g., *sit, zot*).
- ▶ Use sound-letter correspondence knowledge to sound out unknown words when reading text.
- ▶ Recognize high-frequency words in and out of context.
- ▶ Decode unknown words using basic phonetic analysis, context clues, and knowledge of word families.

Essential Questions: How do I figure out a word I do not know?

Enduring Understandings: Readers use letter-sound correspondence, pictures, and context to decode new words.

Suggested Activities/Resources (in addition to guided reading with leveled materials):

Create a word wall, introducing new high frequency words each week. Play word wall games daily. Use cloze activities during shared reading of a big book. Students predict the word covered by using meaning. They then identify the beginning letter they expect to see. They look at the first letter to confirm or revise their predictions, continuing until the whole word is shown. Play *Guess My Message* by putting a secret message on the board, using blanks for each letter. Students guess, similar to *Hangman* or *Wheel of Fortune*. Play *I Am Thinking of a Word*, giving clues such as, “It starts with a *b* and rhymes with *cat*. Use blends and digraphs when ready.

Suggested Assessment Activities:

Assess how many word wall words each child has mastered. Use guided reading groups to assess students’ use of decoding strategies. Focus instruction and grouping based upon the needs of students.

3.1.1 F Vocabulary/Concept Development

- ▶ Develop a vocabulary of 300-500 high frequency sight words and phonetically regular words.
- ▶ Use/explain common synonyms/antonyms.
- ▶ Comprehend common and/or specific vocabulary in informational texts and literature.
- ▶ Understand some words are naming, action, or describing words.

Essential Questions: Why do readers need to pay attention to the words the author uses?

Enduring Understandings: Words powerfully affect meaning.

Suggested Activities/Resources (in addition to guided reading with leveled materials):

Enjoy a variety of read alouds with discussions about new words, connecting them to familiar words/concepts. Use word sorts that allow students to categorize by concept or theme. Celebrate words and encourage students to use new vocabulary in daily activities. Build word charts by theme or concept after repeated, meaningful encounters. Play word games, like *Concentration* or *Pictionary*.

Suggested Assessment Activities:

Assess how the student sorts words, along with reasoning for putting words together. Give students a new vocabulary word and ask them to create a sentence using that word orally. Observe how elaborately and correctly the student can do so. Have students illustrate the literal meanings of specific vocabulary from informational texts.

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3.1.1 D/E/G **Understanding Text: Fluency (3.1.4 D) Reading Strategies (3.1.4 E) Comprehension Skills/Response to Text (3.1.4 G)**

- ▶ Read grade-level fiction/nonfiction fluently, developing proper expression/phrasing.
- ▶ Engage in silent reading for specific purposes.
- ▶ Read regularly in independent-level materials from a variety of genre, including storybooks, expository texts, poetry, and newspapers.
- ▶ Establish a purpose for reading and adjust reading rate.
- ▶ Use prior knowledge to make sense of text.
- ▶ Monitor reading by using fix-it strategies (e.g., picture cues, rereading, searching for clues, tracking) to see if what is being read makes sense.
- ▶ Answer questions correctly that are posed about stories read.
- ▶ Sequence information learned from text into a logical order to retell facts.
- ▶ Draw simple conclusions and inferences from information gathered from pictures, print, and people.
- ▶ Use graphic organizers to build on experiences and extend learning (e.g., story map, KWL, sequence chart, Venn diagram)
- ▶ Begin to apply study skills strategies (e.g., survey/question/read/recite/review-SQ3R) to assist with retention and new learning.
- ▶ Identify/describe/compare/contrast the elements of plot, setting, and characters.

Essential Questions: How do readers make sense of text? What do readers do when they don't understand what they are reading?

Enduring Understandings: Good readers use strategies to help them make sense of what they are reading. They read accurately, smoothly and with expression to help them understand text.

Suggested Activities/Resources (in addition to guided reading with leveled materials):
Model fluency daily with read alouds. Use Readers' Theater, paired reading, echo reading, and choral reading activities to help students develop fluency.
Use think alouds and show students how to make connections, infer, and develop questioning strategies. Eventually elicit connections, inferences, and questions from students. Have them record in a notebook or on a chart, explaining their thinking.

Suggested Assessment Activities:
Assess fluency using a rubric and running record. Elicit a retelling of the same passage to assess comprehension.
Assess how students are using strategies by reviewing their notebooks (or charts). It is important to evaluate how meaningful their connections, inferences, and questions are and if they use text support. Use a simple story map to evaluate their understanding of characters, setting, and plot.

3.1.1 H **Inquiry and Research**

- ▶ Ask/explore questions related to a topic of interest.
- ▶ Be exposed to/read a variety of fiction and nonfiction, and produce evidence of reading.
- ▶ Draw simple conclusions from information/data gathered.

Essential Questions: Why do we do research?

Enduring Understandings: Researchers gather information from many sources to learn something new.

Suggested Activities/Resources:
Create themed book baskets of leveled materials for students to browse. Change according to needs.
Create a research "club" to investigate areas of interest in science or social studies. The club must produce some evidence of investigation.
Study an informational picture book and create "I wonder" questions to explore further.

Suggested Assessment Activities:
Observe how often students use materials in book baskets.
Assess the evidence of investigation submitted by each research club for accuracy and organization.

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3.2.1 A Writing as a Process

- ▶ Observe the modeling of writing and begin to use a basic writing process.
- ▶ Begin to generate ideas for writing through talking, sharing, and drawing (prewriting).
- ▶ Use simple sentences and phrases to convey ideas (drafting)
- ▶ Continue to use pictures, developmental spelling, or conventional text to create written drafts.
- ▶ Revisit pictures/writings to add detail (revising).
- ▶ Begin to use a simple checklist to improve writing with teacher support (editing).
- ▶ Begin to use simple computer writing applications during some parts of the writing process.

Essential Questions: How do good writers express themselves?

Enduring Understandings: Good writers express themselves by sharing and developing their ideas.

Suggested Activities/Resources:

Introduce the concept of writing workshop and put procedures into place the first week of school. Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each minilesson. Incorporate short conferences into the workshop routine. Praise one thing the child has done as a writer, then teach one concept, skill, or strategy that will help the child improve the piece.

Suggested Assessment Activities:

Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart. Record what you have taught in individual conferences, what you must teach soon, and what the child can do independently.

3.2.1 B/D Writing as a Craft: Writing as a Product (3.2.1 B) Writing Forms, Audiences, Purposes (3.2.1 D) Writing Traits (3.2.1)

- ▶ Create written texts for others to read.
- ▶ Share and talk about writing with peers.
- ▶ Increase fluency to improve writing.
- ▶ Begin to mimic an author’s voice and patterns.
- ▶ Produce stories from personal experiences.
- ▶ Produce stories, descriptions, and journal entries, showing relationships between illustrations and printed text.
- ▶ Collect favorite work samples to place in a personal writing folder.

Essential Questions: How do writers develop a well-written product? Why does a writer choose a particular form of writing?

Enduring Understandings: Good writers use the strategies, traits, and forms they need that fit their audience and purpose best.

Suggested Activities/Resources:

Use word walls and personal dictionaries that support students’ efforts. Use quality picture books to study an author’s use of specific tools, traits, or strategies. Develop minilessons that focus instruction on specific tools, traits, or strategies. Plan a year-long curriculum that addresses a variety of genre (personal narrative, descriptive, nonfiction, poetry).

Suggested Assessment Activities:

Use the writing folder as a primary assessment tool. Writing during a particular unit should be accumulated. At the end of the unit, some of the work can be sent home, but some is selected for the child’s portfolio. Use the checklist system discussed in 3.2.1 A at the end of each unit.

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3.2.1 C Conventions (Mechanics, Spelling, Handwriting)

- ▶ Write all letters of the alphabet (upper and lowercase) from memory.
- ▶ Write complete sentences using basic punctuation and capitalization (e.g., period, question mark, capital letters at beginning of sentences).
- ▶ Use left-to-right and top-to-bottom directionality and appropriate spacing between words.
- ▶ Apply sound-symbol relationships to writing words.
- ▶ Use developmental spelling or phonics-based knowledge to spell independently, when necessary.
- ▶ Begin to use basic plurals and contractions correctly.
- ▶ Develop awareness of conventional spelling.

Essential Questions: Why do we follow rules of language?

Enduring Understandings: The rules of our language help readers understand what the author is saying.

Suggested Activities/Resources:

Use interactive and shared writing activities to demonstrate how to stretch sounds to spell words, punctuate/capitalize sentences, and space appropriately.
Have students edit the morning message.
Use *Making Words* activities to reinforce conventional spelling.

Suggested Assessment Activities:

Use students' writing folders to assess use of conventions.

3.3.1 Speaking

- ▶ Speak in complete sentences, using new vocabulary and descriptive words to clarify/extend ideas.
- ▶ Retell personal experiences, ask questions, and offer opinions during discussions.
- ▶ Respond to ideas/questions posed by others.
- ▶ Use role-playing, dramatization, and choral reading to develop oral language fluency and phonemic awareness.
- ▶ Retell a story to check for understanding.
- ▶ Read aloud from developmentally appropriate texts with attention to expression.

Essential Questions: How do we speak so others will listen and understand us?

Enduring Understandings: Speakers use the right elements and format to fit the audience and purpose.

Suggested Activities/Resources:

Provide a wide variety of opportunities for speaking and oral language development: role-playing, class meeting times, author's chair, dramatizations, puppetry, flannel/magnetic board stories, reading aloud, etc...
Model proper speaking behaviors.
Extend or recast student speech to encourage elaboration or emphasize correct usage.
Use Think-Pair-Share activities to encourage the sharing of ideas between/among peers.

Suggested Assessment Activities:

Listen carefully while conversing with students, noting any speech delays.
Listen carefully to student discussions, noting any oral language difficulties or lack of social conventions.
Assess story retellings for elaboration, sequencing, and accuracy.

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3.4.1 Listening

- ▶ Listen/respond appropriately in order to follow simple directions and to answer questions about stories read aloud.
- ▶ Listen to hear beginning, final, and eventually middle sounds in words.
- ▶ Listen to a spoken word and produce a word that rhymes with it.
- ▶ Listen to familiar text and begin tracking print.
- ▶ Listen to make predictions, recall information, retell/dramatize stories, and clarify stories and ideas heard.

Essential Questions: How can we listen and understand a message?

Enduring Understandings: Good listeners focus to make sense of the message they hear so they can respond appropriately.

Suggested Activities/Resources:

Listen to recordings of quality literature and ask questions about story elements or to recall information. You can also read a short story without showing illustrations. Have students listen to follow directions and create a simple craft/product. Play listening games that ask students to identify missing sounds in a sequence or identify rhyming words.

Suggested Assessment Activities:

Read aloud a short story and ask questions about the main characters or events. Evaluate how well the student has followed directions to create the end product. Note student's performance during listening games.

3.5.1 Viewing and Media

- ▶ Use simple graphs and charts to report data.
- ▶ Begin to recognize the work of a favorite illustrator.
- ▶ Retell the story from a favorite media program.
- ▶ Distinguish between “pretend” and “real” in the media.
- ▶ Begin to compare/contrast media characters.
- ▶ Begin to recognize/interpret the message of simple advertisements.
- ▶ Sequence a series of pictures or images to tell a story.

Essential Questions: How do we use media in everyday life?

Enduring Understandings: Media provides us with entertainment, information, and messages.

Suggested Activities/Resources:

Conduct an illustrator study. Read a variety of books illustrated by the same artist and describe/respond to the elements and media used. Compare/contrast favorite media characters, discussing if they are pretend or real. Using students' favorite products, discuss the messages of their advertisements or packaging.

Suggested Assessment Activities:

Use a story map to assess how well a student can retell a story from a media program.