

Language Arts Objectives First Semester
BHP First Grade

In order to determine the mark on a student's report card, the classroom teacher collects various types of evidence to create a well-rounded picture of a student's progress toward meeting the grade level standards. Evidence may be collected from common assessments, running records, anecdotal records, group observations, checklist, writing, journal samples, student responses (oral and written).

Language Arts	Objective
Students will understand how English is written and printed ...	<ul style="list-style-type: none"> • recognize that spoken words are represented in written English by specific sequences of letters; • identify upper- and lower-case letters; • sequence the letters of the alphabet; • recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation); • read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; • identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)
Students will display phonological awareness ...	<ul style="list-style-type: none"> • students will orally generate a series of original rhyming words (-ake, -ant,-ain, bl,st,tr) • recognize the change in a spoken word when a specified phoneme is added, changed or removed (b/l/o/w to g/l/o/w) • students will blend spoken phonemes to form one and two syllable words • students will isolate initial, medial, and final sounds in one syllable spoken words • students will segment spoken one syllable words (3-5 phonemes) into individual phonemes
Students will decode written English(Phonics)	<ul style="list-style-type: none"> • Students will use the relationships between letters, sounds, and spelling patterns to decode words • decode words with common spelling patterns

	<ul style="list-style-type: none"> • students will identify and read 50 sight words from a common list • Identify and read contractions (with not – ex. can't, don't) • students will monitor accuracy of decoding
<p>Reading/Fluency...</p> <p>Students will comprehend a variety of texts.</p> <p>Students will understand new vocabulary and use it when reading and writing.</p>	<ul style="list-style-type: none"> • Students will read grade level text with accuracy, comprehension, and fluency (rate, expression, and appropriate phrasing) Students are expected to read a DRA text level 10 by mid-year. • students will connect the meaning of a well known story or fable to a personal experience • students will describe characters in a story and the reasons for their actions/feelings • Retell a story's beginning, middle, and end with attention to the sequence of events • Determine whether a story is true or fantasy • Restate the main idea of an expository text • Identify important facts/details in text • Use text features to locate important information • Establish purpose for reading informational text • Make inferences about text heard or read • Identify words that name actions (verbs) And words that name person, place, or thing (nouns)
<p>Use elements of the writing process to compose text...</p> <p>Use appropriate conventions in compositions...</p> <p>Students spell words correctly...</p>	<ul style="list-style-type: none"> • plan a first draft by generating ideas for writing (drawing, listing, sharing) • develop draft by sequencing ideas through writing sentences • Writes brief stories including beginning, middle, and end • Write brief compositions • Write brief comments on literary or informational text • forms letters legibly, use appropriate capitalization, and punctuation • Use letter sound patterns to spell • Spells high frequency words from a common list • Use resources to find correct spellings (word wall)