

Highland Park First Grade Reading Curriculum

Standard Title: Foundational Skills

Course Information:

Course: First Grade Reading

Length: One Year - 90 minutes per day

Brief Basic Description: Foundational Skills at the first-grade level focuses on strengthening students' ability to understand and organize basic print, spoken words, phonics, decoding, to build fluency, and support comprehension.

ESSENTIAL UNDERSTANDING:

First Grade Language Curriculum is Designed to:

- *Demonstrate understanding of the organization of basic features of print.
- *Demonstrate understanding of spoken words, syllables, and sounds.
- *Know and apply phonics and skills in decoding words.
- *Read with accuracy and fluency to support curriculum.

Course Objectives and Expectations:

1. Understand the organizational and basic features of print.
2. Recognize features in a sentence.
3. Understand spoken words, syllables, and sounds.
4. Understand phonics and word analysis.
5. Read regularly spelled one-and two-syllable words.
6. Read aloud with accuracy and expression.

Student Objectives:

- *I can understand printed text.
- *I can hear and say the sounds in words.
- *I can read grade-level words.
- *I can read and understand grade-level text.

Pacing:

<i>Foundational Skills Trimester One Twelve Weeks</i>	<i>RF.1.1a</i>	Recognize and distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	<i>RF.1.2</i>	Demonstrate understanding of broken words, syllables, and sound (phonemes).
	<i>RF.1.2b</i>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	<i>RF.1.2c</i>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.
	<i>RF.1.2d</i>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	<i>RF.1.3</i>	Know and apply grade-level phonics and word analysis skills in decoding words.
	<i>RF.1.3b</i>	Decode regularly spelled one-syllable words.
	<i>RF.1.3g</i>	Recognize and read grade-appropriate irregularly spelled words.
<i>Trimester One Six Weeks</i>	<i>RF.1.3a</i>	Know the spelling-sound correspondences for common consonant digraphs.
	<i>RF.1.3f</i>	Read words with inflectional endings.
	<i>RF.1.4a</i>	Read grade-level text with purpose and understanding.
	<i>RF.1.4b</i>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

<i>Trimester Two Twelve Weeks</i>	<i>RF.1.1</i>	Demonstrate understanding of the organization and basic features of print.
	<i>RF.1.1b</i>	Recognize that spoken words are represented in written language by specific sequences of letters.
	<i>RF.1.2a</i>	Distinguish long from short vowel sounds in spoken single-syllable words.
	<i>RF.1.3c</i>	Know final-e and common vowel team conventions for representing long vowel sounds.
	<i>RF.1.3d</i>	Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.
	<i>RF.1.4c</i>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<i>Trimester Two Six Weeks</i>	<i>RF.1.3e</i>	Decode two-syllable words following basic patterns by breaking the words into syllables.

Once standard has been introduced during a specific trimester, standard continues to be practiced, with a goal that students will apply a greater depth of knowledge by the end of trimester three.

Timeline:

Trimester 1 - 12 weeks

Trimester 2 - 12 weeks

Trimester 3 - 12 weeks

Montana Content Standards:

Foundational Skills

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a Recognize and distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.1.2 Demonstrate understanding of broken words, syllables, and sound (phonemes).

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final-e and common vowel team conventions for representing long vowel sounds.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Resources:

*Montana Content Standards

*Reading Street Reading Series

*Highland Park First Grade Reading Matrix

*Havre Public Schools K-5 Standards Based Report Card Parent Handbook