

Language Arts - Grade 1

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).	• Demonstrate a knowledge of print concepts by using one-to-one correspondence when pointing to print as one reads.	• Focus on print • Listen to spoken word • Track words using one-to-one correspondence	word • first • next • sentence	• Given a sentence, the student will point to each word as the teacher reads them.	www.starfall.com *Learn to Read Button
	1.LA.1.1.2 Locate information using alphabetical order to the first letter.	• Locate information using alphabetical order to the first letter.	• Use the letters of the alphabet in order • Recognize letter - sound relationships • Locate word to 1st and 2nd letter • Recognize the given word • Locate the given word	alphabetical order • before • after • first • word	• Have students locate a given word in alphabetized material (ie: word wall, personal dictionaries, word list, flashcards, worksheets).	http://www.havefunlearning.com/alphabeticalorder.html http://www.edhelper.com/spelling.htm?clid=CPX1loDy_ZoCFQ9Jagodnhe2eg www.abcteach.com/directory/basics/alphabetical_order/#directory www.spellingcity.com
Goal 1.2: Acquire Concepts About Text	1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).	• Practice reading environmental print with assistance (e.g. sign,symbols).	• Identify a symbol/sign and understand its meaning	sign • symbol	• Have students identify and read signs in the school building (exit, calendar headings, etc.), on products and around the community.	http://www.hubbardscupboard.org/i_can_read_.html www.sharonmacdonald.com/environmental-print.aspe • take walking fieldtrip around the community or school's neighborhood to identify and read signs and symbols found there.
	1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.	• Locate and identify the title, author, illustrator and table of contents of a book or reading selection	• Locate the title, author, illustrator and table of contents • Identify the title, author, illustrator and table of contents	title • author • illustrator • table of contents	• Give students a book and have them point to the title, author, illustrator, and table of contents.	www.emerson.k12.nj.us/staff/rmkelly/custom/mediacent er/Kids%20Corner/BookParts/BookParts.html#Parts • as well as any text that you are working with
	1.LA.1.2.3 Read simple graphs, charts, and diagrams.	• Demonstrate a knowledge of simple graphs, charts and diagrams to be able to read the given information.	• Read the title • Recognize the symbols • Read graphs, charts or diagrams	title • graph • chart • diagram • symbol • key • illustrations • graphic • table	• Give students a simple graph, chart and diagram. Have them read the title and answer simple questions about it (ie: most, least, more than, fewer than).	Refer to math and science authentic activities when interpreting graphs and charts www.mrsmcgowan.com/math/graphs/htm
Goal 1.3: Acquire Phonological Awareness Skills	1.LA.1.3.1 Identify, first, middle, and last sound in a word.	• Identify first, middle and last sound in a word	• Use letter - sound relationships • Identify first (initial) sound • Identify last sound • Identify middle sound	first • initial • beginning • last • final • ending • middle	• Say a word and have the student identify the beginning sound. Say a word and have the student identify the ending sound. Say a word and have the student identify the middle sound.	http://www-tc.pbskids.org/lions/parentteachers/pdf/destination_library.pdf • beginning sound focus http://teacher.scholastic.com http://treasures.macmillanmh.com/georgia/teachers/resources/grade1/spelling-and-vocabulary-activities • can be used independently of the reading program www.bbc.co.uk/schools/ interactive games for students to play on the computer-looking for beginning, ending, and rhyming sounds
	1.LA.1.3.2 Add, delete, or change initial sounds to make words.	• Generate new words by adding, deleting or changing the initial sounds,	• Use letter - sound relationships • Identify first sound • Add a sound to the beginning of a word to make a new word • Delete first sound and say the word that is left • Delete first sound and replace it with another sound • Blend remaining sounds to produce the word	add • first • take away • change • beginning • word • delete	• Say the word <i>cat</i> and have the student add a /s/ to the beginning of the word to see if they can make the word <i>scat</i> . • Say the word <i>cat</i> and have the students say the word without the /c/. (at) • Say the word <i>cat</i> and change the /c/ to a /t/ to make a new word. (fat)	www.starfall.com
	1.LA.1.3.3 Blend two to four phonemes into recognizable words.	• Listen to two to four sounds and blend them into a word.	• Listen to sounds in a sequence and blend the sounds into a word • Say the blended word	sound • word • blend • listen	• Say the sounds in a word /s/ /p/ /t/ /n/ and have the students quickly blend the sounds into a word.	www.starfall.com *Learn to Read Button
	1.LA.1.3.4 Count the number of syllables in a spoken word.	• Count the number of syllables in a spoken word.	• Listen to a word • Break the word into syllables • Count the number of syllables	syllable • count	• Say the word <i>dinosaur</i> and have the student count the number of syllables. (3)	http://www.songsforteaching.com/phonemicawareness.htm

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Goal 1.4: Acquire Decoding Skills Using Word Parts	1.LA.1.4.1 Match vowel and consonant sounds to all letters.	• Match vowel and consonant sounds to all letters.	• Identify vowels • Identify consonants • Identify long and short vowel sounds • Identify consonant sounds	vowel • consonant • long vowel sound • short vowel sound	• Formal Assessment -Tested on IRI in non-word subtest; Use CVC & CVCe probes	www.starfall.com *Learn to Read Button http://www.education.com/worksheets/first-grade/reading/
	1.LA.1.4.2 Read abbreviations appropriate to grade level.	• Read abbreviations as they appear in first grade materials.	• Recognize that titles of people can be abbreviated • Recognize an abbreviation and read the word that it represents	title (Mr. Mrs. Ms. Dr. etc.)	• Have students read the sentence, <i>My friends are Mr. and Mrs. Tab.</i> Make sure they read the abbreviations correctly. Read the days of the week and months of the year at the calendar using full name and abbreviations.	www.education.com/activity/article/Make_Abbreviation_Book/ • explains abbreviations
Goal 1.5: Acquire Decoding Skills Using Syllabication	1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.	• Demonstrate knowledge of common onsets, rimes and word patterns by decoding and generating new words.	• Use letter - sound relationships • Recognize word family patterns • Use word family knowledge to decode and/or generate new words	pattern • word family • rhyme • beginning sound	• Say <i>at</i> and have students say or write 3 words that belong to the <i>at</i> family (cat, rat, sat), increase difficulty with beginning sounds (blends, digraphs, such as splat, chat, that).	www.starfall.com
Goal 1.6: Acquire Decoding Skills Using Context	1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	• Use pictures to aid in decoding new words. • Use context clues to aid in decoding new words.	A. Explain how pictures relate to text • Use picture knowledge to predict and decode unknown word(s) B. Read known words • Use the meaning of surrounding text to predict and decode unknown word(s)	context clues • picture • predict • decode • word	• Informal assessment as students are reading aloud in whole group or individually. Watch for students to look at pictures to help in decoding unfamiliar words. • Use a MAZE or CLOZE assessment to determine if students are using context clues to aid in decoding unfamiliar words.	www.starfall.com *Learn to Read Button
Goal 1.7: Acquire Fluency	1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently.	• Read at least 150 regular and irregular sight words fluently.	• Memorize 150 sight words • Recall 150 sight words with automaticity (within 3 sec.) in isolation • Read sight words fluently in context	sight words	• Give students a list of sight words and determine if they can read each word within 3 seconds.	http://www.education.com/worksheets/first-grade/reading/ www.starfall.com
	1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	• Read aloud Grade 1 text fluently with at least 54 correct words per minute.	• Practice reading Grade 1 text with rate, accuracy (90%), and prosody • Orally practice timed reading Grade 1 text with rate, accuracy (90%), and prosody	expression • fluency • punctuation • timed	• Formal Assessment -Tested on IRI. • Classroom timed practice on fluency passages.	http://www.gigglepoetry.com/poetrytheater.aspx www.starfall.com Read Naturally is a great fluency program to be purchased
Goal 1.8: Vocabulary and Concept Development	1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (s, es, ed, ing, er, est).	• Identify the meaning of words by using common inflectional endings (s, es, ed, ing, er, est).	• Identify word endings and their meanings • Identify base words • Explain how the ending changes the meaning of the base word	base word • ending • suffix • plural • meaning • past • present	• Give students the following sentences and have them complete them correctly: The boys are _____(jump) high. Right now, the girl _____(jump) over the log. Yesterday we _____(jump) on the bed. The boy is _____ than his dad. The baby is the _____ of all.	www.starfall.com
	1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.	• Identify common antonyms, synonyms, and homonyms.	• Identify opposite word meanings • Identify similar word meanings • Identify words that sound the same but have different meanings	antonym • synonym • homonym • different • similar • same • opposite • meaning • sounds	• Have students tell the word that means the opposite of <i>hot</i> . • Have the students match a column of words that are synonyms. • Have students use the correct form of <i>to</i> , <i>two</i> and <i>too</i> in the following sentence: I am going _____ school.	www.teachervision.fen.com/grammar/activity/46289.htm 1 • antonyms and synonyms www.education.com/activity/article/homonym_beanbag_toss/ • homonym activity
	1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.	• Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.	• Practice reading Grade 1 text in math, science, social studies, literature and other content areas • Transfer knowledge of vocabulary between content areas • Demonstrate knowledge of vocabulary words in content area discussion	math • science • social studies • literature • additional words relevant to the content covered	• Content area questions will address this objective. • Questions should range from knowledge level to comprehension level (Bloom's), ie: Describe what happened before Retell the story. What was the main idea?	www.abteach.com (many science and social studies concepts are available in mini lessons w/out a membership)

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	1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.	• Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.	• Define the purpose of a dictionary • Demonstrate how to use a personal and picture dictionary	dictionary • meaning • definition • alphabetical order	• Have the students locate and determine the meaning of a word in their dictionary to the first and second letter.	www.education-world.com/a_lesson/00-2/p2183.shtml • lesson plan on how to incorporate picture dictionaries into the classroom www.education.com/activity/article/dictionaryhunt_first/
Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	1.LA.2.1.1 Tell the purpose for reading text.	• Tell the purpose for reading text.	• Discuss purposes for reading a variety of texts • Differentiate between types of text • Tell the purpose for reading a text	information • purpose • entertain • persuade • genre	• Before and/or after reading a selection, ask the student the purpose for reading that particular selection. • Why would we use this type of text?	http://www.busyteacherscafe.com/teacher_resources/literacy_pages/comprehension_strategies.htm
	1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.	• Connect the information and events in texts to self and to the world.	• Read text (s) • Describe the relationship of the text to oneself and to the world	relationship • relate • remind • world • self • life • real life	• Does this story remind you of something that has happened to you? Or someone in your family? Or someone in the school? Etc.	http://classes.seattleu.edu/masters_in_teaching/teed521/pofessor/Literacy/wilsonlessonF07.pdf
	1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.	• Determine conclusions based on information from pictures and print.	• Use pictures and text to infer meaning • Predict conclusions from meaning derived from pictures and text Whole group - not independently	conclusion • predict • strategy • illustration • word • text • information • infer	• Looking at this picture and having read to this point in the story, what do you predict will happen in the story?	http://classes.seattleu.edu/masters_in_teaching/teed521/pofessor/Literacy/wilsonlessonF07.pdf
Goal 2.2: Acquire Skills to Comprehend Expository Text	1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.	• Identify the topic of expository text that is heard or read.	• Read or listen to title and predict the topic • Look at pictures to add to the prediction • Read or listen to text • Evaluate information to confirm the topic Whole group - not independently	main idea • topic • title • pictures • information • predict • clues	• After reading expository text ask students what the topic is.	www.abcteach.com (many nonfiction, science and social studies concepts are available in mini lessons w/out a membership)
	1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.	• Answer questions (who, what, when, where, why, how) about expository text, heard or read.	• Read or listen to expository text • Use information to answer questions about the text	who • what • when • where • why • how • question • expository text	• During and after reading expository text, ask students specific questions beginning with who, what, when, where, why and how.	www.abcteach.com (many nonfiction, science and social studies concepts are available in mini lessons w/out a membership)
	1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.	• Identify facts and sequence important information from expository text into correct order using picture clues.	• Read or listen to sequential expository text • Use information from text and pictures to sequence the facts	first • next • last • then • second • final • sequence • cycle • time	• After reading expository text ask students what happened first, next and last. Using picture clues, have the students retell the story in correct order.	www.abcteach.com (many items are available to non-members free of charge)
	1.LA.2.2.4 Follow one-step written directions.	• Follow one-step written directions.	• Read one-step written directions • Demonstrate understanding by completing task	directions • read	• Ask students to follow a simple one-step direction that is written. For example, write your name at the top of the page. Color the square blue.	www.abcteach.com (many items are available to non-members free of charge)
Goal 2.3: Acquire Skills for Comprehending Literary Text	1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction.	• Explain whether a literary selection, heard or read, is fiction or nonfiction.	• Listen to, or read a literary selection • Determine whether selection is fiction or nonfiction • Support answer by telling why	fiction • nonfiction • real • fantasy	• After reading a nonfiction selection, ask students to tell whether it is fiction or nonfiction and support their answer.	www.abcteach.com (many items are available to non-members free of charge)
	1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.	• Orally identify and describe the characters in a story that is read aloud.	• Listen to a literary selection • Identify the characters • Describe the characters	character • listen • describe • character traits	• After listening to a story, ask students to identify the main, their favorite, or another character and describe him/her.	www.abcteach.com (many items are available to non-members free of charge)
	1.LA.2.3.3 Identify the setting in a story heard or read aloud.	• Identify the setting in a story heard or read aloud.	• Listen to, or read a literary selection aloud • Identify the setting with time and place	setting • time • place	• During and after listening to a story, ask students to tell the setting of the story giving the time and place.	www.abcteach.com (many items are available to non-members free of charge)
	1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	• Sequence and retell a story that is heard or read, into a beginning, middle and end.	• Listen to, or read a literary selection of grade 1 text • Identify the beginning • Identify the middle • Identify the end • Retell story in correct sequence	beginning • middle • end • retell • sequence • order	• After listening to a story or reading a story independently, ask students to retell the story including the beginning, middle and end.	www.abcteach.com (many items are available to non-members free of charge)
Standard 3: Writing Process						

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Goal 3.1: Acquire Prewriting Skills	1.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., sketching).	• Generate ideas using pre-writing strategies (e.g. spidergraph)	• Generate ideas related to a specific topic with assistance	pre-write • spidergraph • strategy • writing • brainstorm	• As a class, use a spidergraph to brainstorm ideas for a specific topic	www.thewritesource.com www.journalbuddies.com
	1.LA.3.1.2 Participate in identifying the main idea.	• Identify main idea for a piece of writing.	• Generate ideas for possible topics to write about with assistance • Identify main idea with assistance	main idea • topic	• As a class, use a spidergraph to brainstorm ideas for a specific topic and then identify the main idea.	www.thewritesource.com • generate specific topic lists www.proteacher.org/c/371_Character_Analysis_Activities.html
Goal 3.2: Acquire Skills for Writing a Draft	1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.	• Use ideas generated and organized in prewriting to write a draft that includes a main idea.	• Generate ideas for a specific topic • Organize ideas (spidergraph, semantic organizers, etc.) • Compose a draft with a main idea	main idea • supporting details • draft	• Give students a main idea and have them write a story.	www.thewritesource.com www.journalbuddies.com http://www.mrsmcgowan.com/projects/stories2003/howto.htm • Step by step lesson plan for writing from prewriting/ brainstorming to final copy (published)
Goal 3.3: Acquire Skills for Revising a Draft	1.LA.3.3.1 Revise writing by adding, substituting, or retelling text.	• Revise writing by adding, substituting or retelling text.	• Read a draft • Determine what needs to be added, deleted, or substituted • Revise draft (Whole group - not independently)	draft • revise • add • delete • retell	• As a class, have students revise a rough draft.	Daily Oral Language practice www.teachersfirst.com • teacher lesson resource http://www.mrsmcgowan.com/projects/stories2003/howto.htm • step by step lesson plan for writing from prewriting/ brainstorming to final copy (published)
Goal 3.4: Acquire Skills for Editing a Draft	1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation.	• Edit the draft for errors in beginning capitalization and ending punctuation.	• Read a draft • Determine errors in beginning capitalization and ending punctuation • Edit draft	capitalization • punctuation • edit • period • exclamation point • question mark	• As a class, have students edit a rough draft.	www.teachersfirst.com • teacher lesson resource http://www.mrsmcgowan.com/projects/stories2003/howto.htm • step by step lesson plan for writing from prewriting/ brainstorming to final copy (published)
Goal 3.5: Acquire Skills to Publish Writing	1.LA.3.5.1 Publish and illustrate draft with assistance.	• Publish and illustrate draft with assistance.	• Rewrite or type draft neatly for intended audience • Create an illustration to support the text	illustration • publish • text • audience	• As a class, publish a story with illustrations.	http://www.mrsmcgowan.com/projects/stories2003/howto.htm • step by step lesson plan for writing from prewriting/ brainstorming to final copy (published)
	1.LA.3.5.2 Share writing with intended audience.	• Share writing with intended audience.	• Share writing with predetermined audience	audience • share	• As a class, share writing with an audience.	http://www.mrsmcgowan.com/projects/stories2003/howto.htm • step by step lesson plan for writing from prewriting/ brainstorming to final copy (published)
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	1.LA.4.1.1 Write narratives based on personal experience.	• Write narratives based on personal experience.	• Determine personal experience for story • Recall and apply steps of the writing process as needed • Organize story • Write narrative based on personal experience	personal experience • narrative • organize • beginning • middle • end	• Have students write a personal narrative with a beginning, middle and end.	www.smbds.org/page.cfm?p=980 • posters for writing activities/steps
	1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.	• Create simple rhymes, poems or songs.	• Determine topic for writing • Determine if writing will be a rhyme, poem or song • Recall and apply steps of the writing process as needed • Organize writing • Write rhyme, poem or song (Whole group - not independent)	poem • rhyme • song	• As a class, create a poem.	http://www.gigglepoetry.com/poetrytheater.aspx
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).	• Write to communicate (e.g. thank you notes, invitations, posters).	• Determine reason for writing • Determine format for writing (thank you note, invitation, etc.) • Recall and apply steps of the writing process as needed • Organize information to be written • Write thank you notes, invitations, posters, etc. as a group, not independently	thank you note • invitation • friendly letter • communicate • publish • poster	• As a class, write a thank you note.	www.smbds.org/page.cfm?p=980 • posters for writing activities/steps

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	1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.	• Write brief explanations or observations of real objects, persons, places, events, or processes.	• Determine topic for writing • Recall and apply steps of the writing process as needed • Organize information to be written • Write explanation or observation of real objects, persons, places, events, or processes with assistance	explanation • observation • place • event • process • paragraph • descriptive	• As a class, use the steps of the writing process to write a description of a field trip. Also bring experiences into the classroom (ie: speakers, demonstrations, exhibits, etc) for the students to write about.	http://thewritingsite.org/resources/prompts/descriptive.asp • offers a variety of ideas for descriptive writing activities
Goal 4.3: Acquire Persuasive Writing Skills	No objectives at this grade level.					
Goal 4.4: Acquire Skills for Literary Response	1.LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.	• Write or draw a response that identifies text to self, text to world, and/or text to text connection.	• Define text to text, text to self, and text to world • Read a literary selection • Determine relationship between text and self, text and another text, or text to world • Write or illustrate that relationship	text • self • world • relationship • compare • contrast • write • illustrate	• After reading a text, ask students to make a connection to themselves, the world or another text and draw a picture to show that relationship. Draw a picture to show how this story relates to something that has happened to you.	www.proteacher.org/c/731_Point_of_View.html
	1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.	• Write or draw a response to a literature selection that identifies the main characters.	• Read or listen to a literary selection • Identify the main characters • Write or illustrate a response to the main characters	character • write • illustrate • response	• After reading a text, have students write and/or draw about the main characters (ie: how would you solve the character's problem, did you like the main character, etc).	
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	1.LA.5.1.1 Print legibly.	• Print legibly.	• Locate correct starting point for letter formation • Form letters correctly using proper size, spacing, proportion and slant • Print letters legibly	size • spacing • slant • line • penmanship • handwriting • neat • posture	• Whenever students hand in a writing sample, correct it for correct letter formation, size, proportion, slant and spacing. Authentic assessment and feedback as students are writing.	http://handwritingworksheets.com/index.htm • handwriting worksheets can be created with a variety of fonts (D'Nealian, Zaner-Bloser, ball and stick, etc.) www.usu.edu/teachall/text/langart/programs/hwrkshts.htm • open worksheets for spacing and letter formation
Goal 5.2: Acquire Spelling Skills	1.LA.5.2.1 Spell correctly Grade 1 high-frequency words.	• Spell correctly Grade 1 high-frequency words. (see approved list for district)	• Use letter - sound knowledge • Recognize some words don't conform to phonetic and family rules • Encode words and write them correctly • Memorize spelling of 1st grade high freq words	spelling • write • word • practice	• Give weekly spelling tests and check for transfer to daily writing.	www.starfall.com
	1.LA.5.2.2 Use invented spelling to spell independently.	• Use invented spelling to spell independently.	• Use letter - sound knowledge • Say word, segment sounds, write the sounds heard to encode the word • Use invented spelling to spell independently	invented spelling • standard spelling • sounds • known spelling • unknown spelling	• When students ask how to spell a word, guide them in segmenting the word and writing the sounds they hear. Also direct them to use their personal and picture dictionaries.	Daily Oral Language practice www.mhschool.com • online activities www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingInventiveSpelling.htm • lesson plan on inventive spelling instruction
Goal 5.3: Acquire Skills for Sentence Structure	1.LA.5.3.1 Write a complete sentence with words spaced appropriately.	• Write a complete sentence with words spaced appropriately.	• Determine topic for sentence • Write a complete sentence using appropriate capital letters, proper ending punctuation, a naming part, and a telling part to express only one thought • Use proper spacing between the words in a sentence	sentence • spacing • topic • period • capital letter • noun • verb • naming part • telling part	• Ask students to write a complete sentence as a caption for a picture they have drawn.	Daily Oral Language practice www.usu.edu/teachall/text/langart/programs/hwrkshts.htm • open worksheets for spacing and letter formation
	1.LA.5.3.2 Identify nouns and verbs.	• Identify nouns and verbs.	• Explain that a noun is a person, place or thing. • Explain that a verb expresses action • Identify a noun and a verb	noun • verb • action • person • place • thing • naming part • telling part	• Have students read and/or write a sentence and tell what the noun is and what the verb is.	http://www.education.com/worksheets/first-grade/reading/ Daily Oral Language practice http://abcschoolhelp.com/language_arts/grade1/noun/

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Goal 5.4: Acquire Skills for Using Conventions	1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I.	• Capitalize the first word in a sentence, names of people and the pronoun I.	<ul style="list-style-type: none"> • Recognize the difference between a lower case letter and a capital letter • Identify the first word of a sentence and recognize it needs to be capitalized • Recognize the pronoun I is always capitalized • Recognize that the first letter of names are capitalized • Capitalize the first word in a sentence, names of people and the pronoun I when writing 	lower case letters • capital letters • names • uppercase letters • big letters • little letters	• Dictate this sentence to students and see if they capitalize the words correctly: My dad and I visit Bob.	Daily Oral Language practice http://abcschoolhelp.com/language_arts/grade1/capitalization/
	1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.	• Use periods at the end of sentences, and identify question marks and exclamation points.	<ul style="list-style-type: none"> • Determine where a sentence ends • Recognize that sentences have ending punctuation • Use periods at the end of a complete sentence • Identify question marks and exclamation points 	question mark • period • exclamation point • punctuation • sentence	• Ask students what punctuation should be at the end of these sentences: What time is it? My house is on fire! I am six.	Daily Oral Language practice
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	• Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	• Demonstrate effective listening skills through body language (eye contact, hands resting, feet still and quiet mouth)	listening • body language • eye contact • quiet • hands resting • feet still • mouth quiet	• Observe students to see if they maintain body language and eye contact while listening to a story.	
	1.LA.6.1.2 Listen for specific answers in order to respond to questions.	• Demonstrate effective and appropriate listening skills in order to listen for specific answers to respond to questions.	<ul style="list-style-type: none"> • Establish purpose for listening • Use effective listening skills • Determine answers to specific questions with information gained from listening • Respond to questions 	listening • question • information • answers	• Before reading a story, tell students the questions you will ask them after the story. Have students listen to a story, ask them the questions & check for understanding through responses.	
	1.LA.6.1.3 Listen and follow one and two-step oral directions.	• Demonstrate the ability to listen to and follow one and two-step oral directions.	• Listen to oral one and two-step directions • Show understanding by following one-step directions or two-step directions	directions • listen • follow	• Ask students to stand up and push in their chairs. • Check for understanding. Write your name at the top of your paper and number the lines to ten.	
	1.LA.6.1.4 Listen to acquire information from a variety of sources.	• Demonstrate the ability to listen to and acquire information from a variety of sources.	• Demonstrate effective listening skills through body language (eye contact, hands resting, feet still and quiet mouth) • Determine purpose for listening to the new source of information - discuss or answer questions about the acquired information	source • listen	• Read a story to the class, have them listen to a tape recording and listen to a guest speaker. Question them on what they learned.	
Goal 6.2: Acquire Speaking Skills	1.LA.6.2.1 Ask questions for clarification and understanding.	• Generate questions for clarification and understanding.	<ul style="list-style-type: none"> • Read or listen to information • Generate and ask appropriate questions for clarification 	question • clarification • understanding	• Have students listen to a guest speaker and have them ask appropriate questions.	
	1.LA.6.2.2 Give, restate, and follow simple two-step directions.	• Demonstrate the ability to give, restate, and follow simple two-step directions.	<ul style="list-style-type: none"> • Generate ideas for tasks that have two-steps • Identify the steps of the tasks in logical sequence • Explain the directions • Restate the directions • Demonstrate how to follow the directions 	directions • instructions • steps	• Have students give a two-step direction on how to use a center. Have students restate the directions and demonstrate the directions to a partner.	
	1.LA.6.2.3 Stay on topic when speaking.	• Demonstrate the ability to stay on topic when speaking.	• Identify the topic for discussion • Demonstrate the ability to stay on topic through comments, questions and discussion	topic • questions • comments • discussion	• During Show & Tell, determine if students can stay on topic when describing their treasure. Leading calendar activities, determine if the student stays on task.	
	1.LA.6.2.4 Recite short poems, rhymes, and songs.	• Recite short poems, rhymes, and songs.	<ul style="list-style-type: none"> • Memorize short poems, rhymes, and songs • Recall short poems, rhymes, and songs • Recite short poems, rhymes, and songs 	memorize • poem • rhyme • song • recall • recite • audience	• Have students memorize a short poem and recite it to the rest of the class.	http://www.gigglepoetry.com/poetrytheater.aspx www.starfall.com

Language Arts - Grade 1

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Resources
	1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events.	<ul style="list-style-type: none"> Use descriptive words when speaking about people, places, things, and events. 	<ul style="list-style-type: none"> Generate adjectives (describing words) Use adjectives when describing people, places, things, and events 	describe • adjectives • people • places • things • events	<ul style="list-style-type: none"> Orally have students use two adjectives to describe a person, place, thing or event. 	
Goal 6.3: Acquire Viewing Skills	1.LA.6.3.1 Demonstrate awareness of different media.	<ul style="list-style-type: none"> Demonstrate awareness of different media. 	<ul style="list-style-type: none"> Discuss different theatrical, electronic, and written media 	media • (media words such as newspaper, television, movies, magazine, internet, books, photographs, pictures, plays, performances)	<ul style="list-style-type: none"> Ask students where they could find information about whales. 	
	1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations.	<ul style="list-style-type: none"> Demonstrate understanding of the main idea of media presentations. 	<ul style="list-style-type: none"> View a variety of media presentations Identify the main idea of the presentations Explain the main idea 	media • main idea	<ul style="list-style-type: none"> Have students read an article in a Weekly Reader or other expository (preferably current) text and ask them what the main idea of the article is. 	
	1.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.	<ul style="list-style-type: none"> Differentiate between real and imaginary in media presentations. 	<ul style="list-style-type: none"> Compare and contrast real and imaginary View a variety of media presentations Differentiate between real and imaginary in media presentations 	media • real • imaginary • compare • contrast • different • same	<ul style="list-style-type: none"> Show students photographs of a real child and a cartoon character. Have them compare and contrast the two photos. 	