

ROBERTSON COUNTY BOARD OF EDUCATION

MASTERY GUIDE, revised 2007

FIRST GRADE

FIRST NINE WEEKS

LANGUAGE ARTS

Reading

Develop Oral Language

- 1.1.01a. Show evidence of expanding oral language through vocabulary growth.
- 1.1.01b. Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).
- 1.1.01c. Understand, follow and give oral directions.
- 1.1.01e. Participate in creative responses to text (e.g., choral reading, discussion and drama).
- 1.1.01f. Respond to questions from teacher and other group members.

Develop Listening Skills

- 1.1.02a. Listen attentively to speaker for specific information.
- 1.1.02b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- 1.1.02c. Listen and respond to a variety of media (e.g., books, audio tapes, videos).
- 1.1.02e. Understand and follow simple, three step oral directions.

Knowledge of Concepts of Print

- 1.1.03b. Demonstrate directionality by reading left to right and top to bottom.
- 1.1.03c. Track print when being read to aloud.
- 1.1.03d. Read and explain own writings and drawings.
- 1.1.03f. Recognize that groups of words make sentences.

Phonemic Awareness

- 1.1.04a. Recognize words that begin with the same sounds.
- 1.1.04b. Recognize words that end with the same sounds.
- 1.1.04c. Identify rhyming words.
- 1.1.04d. Blend sounds together to form one-syllable words.
- 1.1.04e. Segment one-syllable words into sounds.
- 1.1.04f. Change targeted sounds to modify or change words.

Decoding Strategies

- 1.1.05a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.
- 1.1.05b. Decode phonetically regular, one-syllable words.
- 1.1.05e. Begin to decode unknown words automatically.

Read to Develop Fluency, Expression, Accuracy and Confidence

- 1.1.06b. Reflect punctuation of written text while reading orally.
- 1.1.06c. Participate in guided, oral readings.
- 1.1.06d. Demonstrate the automatic recognition of high frequency words.
- 1.1.06e. Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.
- 1.1.06f. Read independently daily.

Vocabulary

- 1.1.07a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- 1.1.07b. Build vocabulary through frequent read-alouds.
- 1.1.07c. Participate in shared reading.
- 1.1.07e. Match oral words to written words.

Pre-reading Strategies

- 1.1.08 a. Develop a purpose for listening/reading.
- 1.1.08 b. Participate in activities to build background knowledge to derive meaning from text.
- 1.1.09a. Derive meaning while reading by
 - 1. asking questions about text.
- 1.1.10a. Recognize the family and community as sources of information.
- 1.1.10e. Visit libraries to use and view appropriate material.
- 1.1.13d. Recognize main character(s) in print and non-print text.
- 1.1.13e. Determine whether a selection is real or fantasy.
- 1.1.13f. Recognize rhyme in Mother Goose and other rhyming books.
- 1.1.14a. Visit libraries/media centers and regularly check out materials.

Writing

- 1.2.01b. Draw pictures to generate ideas.
- 1.2.06e. Incorporate illustrations and photographs.
- 1.2.10d. Create and/or use an illustration, sign, or rebus symbols to respond to literature.

Write in a Variety of Modes and Genres

- 1.2.11a. Write friendly notes and messages.
- 1.2.11d. Write rhymes and poems.

Language

- 1.3.02a. **Capitalize the first word of a sentence, first and last names**, pronoun "I" and proper nouns.
- 1.3.02d. Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.
- 1.3.04a. Use complete and coherent sentences when speaking.
- 1.3.04b. Identify complete sentences.

Spelling

- 1.3.03a. Spell high frequency words correctly.
- 1.3.03b. Spell words correctly as appropriate to grade level.
- 1.3.03c. Spell three- and four-letter short vowel words and phonetically spell sight words correctly.

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FIRST GRADE

SECOND NINE WEEKS

LANGUAGE ARTS

Reading

Develop Oral Language

- 1.1.01d. Participate in group discussions.
- 1.1.01g. Begin to narrate a personal story.
- 1.1.01h. Dramatize or retell what has been learned, heard or experienced.
- 1.1.01i. Use familiar texts for recitations.

Knowledge of Concepts of Print

- 1.1.03a. Understand that printed materials provide information.
- 1.1.03g. Understand punctuation (e.g., period, question mark).
- 1.1.05d. Apply long and short vowel rules when decoding.
- 1.1.06a. Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.1.06g. Recite familiar texts to develop fluency, expression, accuracy and confidence.

Vocabulary

- 1.1.07d. Manipulate word families, word walls, and word sorts.

Pre-reading Strategies

- 1.1.08c. Make predictions about text.
- 1.1.08d. Use illustrations to preview text.
- 1.1.09a. Derive meaning while reading by
 - 2. recognizing errors in reading as they occur and self-correct.
 - 3. participating in discussions about text and relating to personal experiences.
 - 5. predicting and adjusting outcomes during read-alouds.
- 1.1.09b. Check for understanding after reading by
 - 1. recalling three to four step sequence of events.
 - 2. retelling stories in their own words using sequencing words (i.e. first, next, last).
- 1.1.11a. Begin to develop content specific vocabulary.
- 1.1.13b. Explore non-fiction.
- 1.1.13c. Identify characters, events, and settings in print and non-print text.
- 1.1.14e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).

Writing

- 1.2.01a. Brainstorm ideas with teacher and peers.
- 1.2.02a. Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words and sentences).
- 1.2.02c. Write to inform (e.g., write simple directions, journals, friendly letters).
- 1.2.08c. Write in math journals, create math stories, and write explanations for problem solving.

Write Expressively

- 1.2.09b. Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).
- 1.2.09c. Dictate stories (e.g., to tape recorder, to adult, to older student).
- 1.2.11c. Write in journals.

Language

- 1.3.01a. Use nouns appropriately (e.g., singular and plural, possessive).
- 1.3.02b. Use correct punctuation at the end of simple declarative sentences and questions.
- 1.3.04c. Write a simple sentence.
- 1.3.04f. Identify statements and questions by noting ending punctuation when writing and intonation when speaking.

Spelling

- 1.3.03a. Spell high frequency words correctly.
- 1.3.03d. Alphabetize words to the first letter.
- 1.3.03e. Begin to develop dictionary skills through the use of a picture dictionary.

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FIRST GRADE

THIRD NINE WEEKS

LANGUAGE ARTS

Reading

- 1.1.04g. Show awareness of syllables by clapping, counting or moving objects.
- 1.1.05c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).

Vocabulary

- 1.1.07f. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.
- 1.1.07g. Add endings to base words (e.g., -s, -ed, -es, -ing).
- 1.1.07h. Identify simple abbreviations.
- 1.1.09a. Derive meaning while reading by
 - 4. creating graphic organizers (e.g., charts, lists).
- 1.1.09b. Check for understanding after reading by
 - 3. drawing conclusions based on what has been read.

Informational Skills

- 1.1.10b. Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs).
- 1.1.10c. Recognize sources of information (e.g., books, maps, graphs, charts).
- 1.1.10d. Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web).
- 1.1.11b. Use text features to locate information (e.g., maps, charts, illustrations and table of contents).

Read Independently

- 1.1.12a. Read for literary experience.
- 1.1.12b. Read to gain information.
- 1.1.12c. Read to perform a task.
- 1.1.12d. Read for enjoyment.
- 1.1.12e. Read to expand vocabulary.
- 1.1.12f. Read to build fluency.
- 1.1.13a. Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.
- 1.1.13g. Retell a story in correct sequence (e.g., using books, videos, films).
- 1.1.13h. Determine the problem in a story and discover its solution through classroom discussion.

Maintain a Motivation to Read

- 1.1.14b. Share storybooks, poems, newspapers, and environmental print.
- 1.1.14c. Explore a wide variety of literature through read alouds, tapes, and independent reading.
- 1.1.14d. Identify favorite stories, informational text, authors, and illustrators.
- 1.1.14f. Choose to read as a leisure activity.

Writing

Pre-writing Strategies

- 1.2.01c. Construct graphic organizers (e.g., webs, charts, diagrams) as a small or large group to organize information.
- 1.2.01d. Use a variety of sources to gather information.
- 1.2.02b. Write to entertain (e.g., stories and poems).
- 1.2.03c. Use descriptive words when writing.

Language

- 1.3.01b. Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).
- 1.3.01d. Use adjectives appropriately (e.g., vivid description words).
- 1.3.02a. **Capitalize** the first word of a sentence, first and last names, **pronoun "I" and proper nouns.**
- 1.3.02c. Identify and use contractions.

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FIRST GRADE

FOURTH NINE WEEKS

LANGUAGE ARTS

Reading

- 1.1.02d. Recognize the difference between formal and informal languages.
- 1.1.03e. Identify parts of a book (e.g., title page, table of contents).
- 1.1.09b. Check for understanding after reading by
 - 4. recognizing main idea in pictures, picture books and texts.

Writing

Drafting and Revision

- 1.2.03a. Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.
- 1.2.03b. Write in complete, coherent sentences.
- 1.2.03d. Use temporary spelling to spell independently as necessary.
- 1.2.03e. Arrange events in logical/sequential order when writing or dictating.
- 1.2.03f. Participate in teacher-led experience stories.
- 1.2.03g. Reread draft and delete extraneous information.
- 1.2.03h. Vary sentence types.
- 1.2.11b. Write stories.

Editing

- 1.2.04a. Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.
- 1.2.04b. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support the writing process.
- 1.2.04c. Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.
- 1.2.04d. Create readable documents with legible handwriting.
- 1.2.04e. Identify words or phrases that could be added to clarify meaning, after writing or dictating a story.

Evaluate Own and Others' Writing

- 1.2.05a. Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).
- 1.2.05b. Discuss and react to writing.
- 1.2.05c. Review personal collection to determine progress.

Publishing

- 1.2.06a. Prepare a variety of written work (e.g., published books, classroom books, experience stories).
- 1.2.06b. Use technology to publish writing.
- 1.2.06c. Share completed work.
- 1.2.06d. Create individual and classroom books.

Write Narrative Accounts

- 1.2.07a. Write simple stories.
- 1.2.07b. Write short accounts of personal experiences.
- 1.2.07c. Write group stories with a beginning, middle and ending.

Write Frequently Across Content Areas

- 1.2.08a. Summarize concepts presented in science (e.g., illustration, dictating sentences or composing simple sentences).
- 1.2.08b. Write stories using concepts presented in social studies.
- 1.2.08d. Participate in shared writings about the arts and class activities.

Write Expressively

- 1.2.09a. Write, when given time, place, and materials.

Write in Response to Literature

- 1.2.10a. Write different endings to a story.
- 1.2.10b. Summarize a story using simple sentences and illustrations.
- 1.2.10c. Create class books based on literature selections.

Language

- 1.3.01c. Use pronouns appropriately (e.g., subject and object agreement).
- 1.3.04d. Identify and correct incomplete sentences.
- 1.3.04e. Combine two simple sentences into a compound sentence using the word "and."