

Independent School District of Boise City

Language Arts – First Grade

District Course #107

Course Description

The Boise District's Elementary Language Arts program focuses on providing skills training in phonics, word identification, comprehension, study skills, and writing skills in a course of study which exposes students to quality literature from a variety of authors.

Course Scope

Reading Process	Ongoing
Comprehension/Interpretation	Ongoing
Writing Process	Ongoing
Writing Applications	Ongoing
Writing Components	Ongoing
Communication	Ongoing

Standard 1: Reading Process

Course Title Grade 1	District Reference 107

Instructional Objective 107.1 Acquire concepts about print	Standard Reference 1.LA.1.1 Reading Process
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No.	Performance Objective	Resource Reference	Assessment Correlation
1	Match oral words to printed words (e.g., pointing to print as one reads).	Treasures Teaching Chart	TO, TMA
2	Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.	Treasures Basal Readers, Treasures Big Books, Treasures Level Readers, Treasures Decodable Readers	TO, TMA

Instructional Objective 107.2 Acquire concepts about text	Standard Reference 1.LA1.2 Reading Process
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No.	Performance Objective	Resources Reference	Assessment Correlation
1	Identify different kinds of text types.	Treasures Teaching Chart, Treasures Basal Readers	TO, TMA
2	Identify titles, tables of contents, and chapter headings to locate information.	Treasures Basal Readers	TO, TMA
3	Use information from simple graphs, charts and diagrams.	Treasures Teaching Chart, Treasures	TO, TMA

		Practice Books	
Instructional Objective 107.3 Acquire Phonological Awareness Skills		Standard Reference 1.LA.1.3 Reading Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Identify, first, middle, and last sound in a word.	Treasures Teaching Chart, Treasures Practice Book, Instructional Support Guide for IRI	TWA, TO, TMA, IRI, CIM
2	Add, delete, or change initial sounds to make words.	Treasures Teaching Chart, Treasures Practice Book, Instructional Support Guide for IRI	TWA, TO, TMA, IRI, CIM
3	Blend two to four phonemes into recognizable words.	Treasures Teaching Chart, Treasures Practice Book, Treasures Decodable Readers, Treasures Leveled Readers, Instructional Support Guide for IRI	TWA, TO, TMA, IRI, CIM
4	Count the number of syllables in a spoken word.	Treasures Practice Books	TMA, TO, TWA
Instructional Objective 107.4 Acquire Decoding Skills Using Word parts		Standard Reference 1.LA.1.4 Reading Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Match vowel and consonant sounds to all letters.	Treasures Practice Book	TWA, TO, TMA, IRI, CIM
2	Read abbreviations appropriate to grade level.	Treasures Practice Books	TMA, TO
Instructional Objective 107.5 Acquire Decoding Skills Using Syllabication		Standard Reference 1.LA.1.5 Reading Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.	Treasures Teaching Chart, Treasures Practice Book	TWA, TO, TMA, IRI, CIM
Instructional Objective 107.6 Acquire Decoding Skills Using Context		Standard Reference 1.LA.1.6 Reading Process	
No.	Performance Objective	Resource Reference	Assessment

1	Use context clues and pictures to aid in decoding of new words	Treasures Basal Reader, Treasures Teaching Chart, Treasures Big Books, Treasures Decodable Reader, Treasures Leveled Readers	TO, TMA
Instructional Objective 107.7 Acquire Fluency		Standard Reference 1.LA.1.7 Reading Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Read at least 150 regular and irregular sight words fluently	Fry Word List, Instructional Support Guide for IRI	TWA, TO, TMA, IRI, CIM
2	Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	Treasures Fluency, Assessment, DIBELS, Instructional Support Guide for IRI	TWA, TO, TMA, IRI, CIM, Treasures Weekly Assessment
Instructional Objective 107.8 Vocabulary and Concept Development		Standard Reference 1.LA.1.8 Reading Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).	Treasures Grammar Book, Treasures Teaching Chart, Instructional Support Guide for IRI	TO, TMA, IRI
2	Identify common antonyms, synonyms, and homonyms.	Treasures Grammar Book, Treasures Teaching Chart	TO, TMA
3	Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.	Treasures Grammar Book, Treasures Teaching Chart, Treasures Practice Book	TO, TMA
4	Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.	Treasures Grammar Book, Treasures Teaching Chart	TO, TMA

Standard 2: Comprehension/Interpretation

Instructional Objective 107.9 Acquire Strategies and Skills for Comprehending Text		Standard Reference 1.LA.2.1 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference	Assessment Correlation

1	Tell the purpose for reading text	Treasures Basal, Treasures Teaching Charts, Treasures Read Aloud Anthology	TO, TMA, TWA
2	Participate in connecting the information and events in texts to self and to the world	Treasures Big Books, Treasures Teaching Charts, Treasures Read Aloud Anthology	TO, TMA, TWA
3	Participate in drawing conclusions based on information gathered from pictures and print	Treasures Big Books, Treasures Teaching Charts, Treasures Read Aloud Anthology	TO, TMA
Instructional Objective 107.10 Acquire Skills to Comprehend Expository Text		Standard Reference 1.LA.2.3 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Participate in identifying the topic of expository text that is heard or read.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers, Treasures Read Aloud Anthology	TO, TAMA, TWA
2	Answer questions (who, what, when, where, why, how) about expository, text, heard or read.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers, Treasure Read Aloud Anthology	TO, TMA, TWA
3	Identify facts and sequence important information from expository text into correct order using pictures clues.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers, Treasures Retelling Cards, Treasures Read Aloud Anthology	TO, TMA, TWA
4	Follow one-step written directions	Treasures Practice Books	TO, TMA, TWA
Instructional Objective 107.11 Acquire Skills for Comprehending Literary Text		Standard Reference 1.LA.2.3 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference	Assessment Correlation

1	Explain whether a literary selection, heard or read, is fiction or nonfiction.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers	TO, TMA, TWA
2	Orally identify and describe the characters in a story that is read aloud.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers	TO, TMA, TWA
3	Identify the setting in a story heard or read aloud.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers	TO, TMA, TWA
4	Sequence and retell a story that is heard or read, into a beginning, middle and end.	Treasures Basal Readers, Treasures Leveled Readers, Treasures Decodable Readers, Treasures Retelling Cards	TO, TMA, TWA

Standard 3: Writing Process

Instructional Objective		Standard Reference	
201.12 Acquire Prewriting Skills		1.LA.3.1 Writing Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Participate in generating ideas using pre-writing strategies (e.g., sketching).	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures Practice Book	TO, TMA
2	Participate in identifying the main idea	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures Practice Book	TO, TMA
Instructional Objective		Standard Reference	
107.13 Acquire skills for Writing a Draft		1.LA.3.2 Writing Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Use ideas generated and organized	Treasures Basal	TO, TMA

	in prewriting to write a draft that includes a main idea.	Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures Practice Book	
Instructional Objective 107.14 Acquires Skills for Revising a Draft		Standard Reference 1.LA.3.3 Writing Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Revise writing by adding, substituting, or retelling text.	Treasures Basal Reader, Treasures Writing Workshop (Located at the end of teacher's manual), Treasures Practice Book, Treasures Retelling Cards	TO, TMA
Instructional Objective 107.15 Acquire Skills for Editing a Draft		Standard Reference 1.LA.3.4 Writing Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Edit the draft for errors in beginning capitalization and ending punctuation.	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures Practice Book, Treasures Grammar Book	TO, TMA, DOL
Instructional Objective 107.16 Acquire Skills to Publish Writing		Standard Reference 1.LA.3.5 Writing Process	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Publish and illustrate draft with assistance.	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures Practice Book	TO, TMA
2	Share writing with intended audience.	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual),	TO, TMA

		Treasures Practice Book	
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Standard 4: Writing Applications

Instructional Objective		Standard Reference	
107.17 Acquire Expressive (Narrative/Creative) Writing Skills		1.LA.4.1 Writing Applications	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Write narratives based on personal experience.	Treasures Basal Reader, Treasures Writing Workshop (located at end of teacher's manual), Treasures Practice Book	TO, TMA
2	Participate in creating simple rhymes, poems, or songs.	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures CD	TO, TMA
Instructional Objective		Standard Reference	
107.18 Acquire Expository (Informational/Research) Writing Skills		1.LA.4.2 Writing Applications	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Participate in writing to communicate (e.g., thank you notes, invitations, posters).	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual), Treasures Practice Book	TO, TMA
2	Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.		TO, TMA
Instructional Objective		Standard Reference	
107.19 Acquire Skills for Literary Response		1.LA.4.4 Writing Applications	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual)	TO. TMA

2	Participate in writing or drawing a response to a literature selection that identifies the main characters.	Treasures Basal Reader, Treasures Writing Workshop (located at the end of teacher's manual)	TO , TMA
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Standard 5: Writing Components

Instructional Objective		Standard Reference	
107.20 Acquire Handwriting Skills		1.LA.5.1 Writing Components	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Print legibly.	D'Nealian, Treasures Practice Book, Treasures Smart Start, Treasures Spelling Book	TO, TMA, DOL
Instructional Objective		Standard Reference	
107.21 Acquire Spelling Skills		1.LA.5.2 Writing Components	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Spell correctly Grade 1 high-frequency words	Treasures Practice Book, Treasures Smart Start, Treasures Spelling Book, Fry List Assessment	TO, TMO, DOL
2	Use invented spelling to spell independently.	Journal Writing, Treasures Practice Books, Treasures Writing Workshop (located at the end of teacher's manual)	TO, TMA
Instructional Objective		Standard Reference	
107.22 Acquire Skills for Sentence Structure		1.LA.5.3 Writing Components	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Write a complete sentence with words spaced appropriately.	Treasures Practice Books, Treasures Spelling Book, Treasures Writing Workshop (located at the end of teacher's manual)	TO, TMA, DOL
2	Identify nouns and verbs	Treasures Practice Books, Treasures Spelling Book,	TO, TMA, TGA, DOL

		Treasures Writing Workshop (located at the end of teacher's manual)	
Instructional Objective 107.23 Acquire Skills for Using Conventions		Standard Reference 1.LA.5.4 Writing Components	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Capitalize the first word in a sentence, names of people, and the pronoun I.	Treasures Practice Book, Treasures Spelling Book, Treasures Writing Workshop (located at the end of teacher's manual)	TO, TMA, TGA, DOL
2	Use periods at the end of sentences, and identify question marks and exclamation points.	Treasures Practice Books, Treasures Spelling Book, Treasures Writing Workshop (located at the end of teacher's manual)	TO, TMA, TGA, DOL

Standard 6: Communication

Instructional Objective 107.24 Acquire Listening Skills		Standard Reference 1.LA.6.1 Communications	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	Treasures Basal Readers, Treasures Big Books, Treasures Practice Books	TO, TMA
2	Listen for specific answers in order to respond to questions	Treasures Basal Readers, Treasures Big Books, Treasures Practice Books	TO, TMA
3	Listen and follow one and two-step oral directions.	Treasures Basal Readers, Treasures Practice Books, Buggles and Beezy Computer Program	TO, TMA
4	Listen to acquire information from a variety of sources.	Treasures Basal Readers, Treasures Big Books, Treasures Practice Books,	TO, TMA

		Buggles and Beezy Computer Program	
Instructional Objective 107.25 Acquire Speaking Skills		Standard Reference 1.LA.6.2 Communications	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Ask questions for clarification and understanding.	Treasures Basal Readers, Treasures Teaching Chart, Treasures Big Books, Treasures Practice Books	TO, TMA
2	Give, restate, and follow simple two-step directions.	Treasures Basal Readers, Treasures Teaching Chart, Treasures Big Books, Treasures Practice Books	TO, TMA
3	Stay on topic when speaking.	Treasures Basal Readers, Treasures Teaching Chart, Treasures Big Books, Treasures Practice Books	TO, TMA
4	Recite short poems, rhymes, and songs.	Treasures Basal Readers, Treasures Teaching Chart, Treasure Big Books, Treasures Practice Books, Treasures Grammar Books	TO, TMA
5	Use descriptive words when speaking about people, places, things, and events.	Treasures Basal Readers, Treasures Teaching Chart, Treasures Big Books, Treasures Practice Books	TO, TMA
Instructional Objective 107.26 Acquire Viewing Skills		Standard Reference 1.LA.6.3 Communications	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Demonstrate awareness of different media.	Treasures Listening CD, Treasures Website, Treasures Computer Activities	TO, TMA
2	Demonstrate understanding of the main idea of media presentations.	Treasures Listening CD, Treasures	TO, TMA

		Website, Treasures Computer Activities	
3	Participate in differentiating between real and imaginary in media presentations	Treasures Listening CD, Treasures Website, Treasures Computer Activities	TO, TMA

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 1
LANGUAGE ARTS**

Standard 1: Reading Process

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Acquire Concepts About Print

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).
- 1.LA.1.1.2 Locate information using alphabetical order to the first letter.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).
- 1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.
- 1.LA.1.2.3 Read simple graphs, charts, and diagrams.

Goal 1.3: Acquire Phonological Awareness Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.3.1 Identify, first, middle, and last sound in a word.
- 1.LA.1.3.2 Add, delete, or change initial sounds to make words.
- 1.LA.1.3.3 Blend two to four phonemes into recognizable words.
- 1.LA.1.3.4 Count the number of syllables in a spoken word.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.4.1 Match vowel and consonant sounds to all letters.
- 1.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently.
- 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).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).
- 1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.
- 1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.
- 1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.2.1.1 Tell the purpose for reading text.
- 1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.
- 1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.
- 1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.
- 1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.
- 1.LA.2.2.4 Follow one-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction.
- 1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.
- 1.LA.2.3.3 Identify the setting in a story heard or read aloud.
- 1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.

Standard 3: Writing Process

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece of writing. Students practice all five steps of the writing process for multiple pieces of writing.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., sketching).
- 1.LA.3.1.2 Participate in identifying the main idea.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.3.1 Revise writing by adding, substituting, or retelling text.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.5.1 Publish and illustrate draft with assistance.
- 1.LA.3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.4.1.1 Write narratives based on personal experience.
- 1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).
- 1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.

Goal 4.3: Acquire Persuasive Writing Skills

No objectives at this grade level.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 1, the student will be able to:

- 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.
- 1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.

Standard 5: Writing Components

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.1.1 Print legibly.

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.2.1 Spell correctly Grade 1 high-frequency words.
- 1.LA.5.2.2 Use invented spelling to spell independently.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.3.1 Write a complete sentence with words spaced appropriately.
- 1.LA.5.3.2 Identify nouns and verbs.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I.
- 1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.
- 1.LA.6.1.2 Listen for specific answers in order to respond to questions.
- 1.LA.6.1.3 Listen and follow one and two-step oral directions.

1.LA.6.1.4 Listen to acquire information from a variety of sources.

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.6.2.1 Ask questions for clarification and understanding.
- 1.LA.6.2.2 Give, restate, and follow simple two-step directions.
- 1.LA.6.2.3 Stay on topic when speaking.
- 1.LA.6.2.4 Recite short poems, rhymes, and songs.
- 1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events.

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.6.3.1 Demonstrate awareness of different media.
- 1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations.
- 1.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.