



LITERACY TIPS FOR FIRST GRADERS

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The importance of reading daily cannot be overemphasized, especially at the elementary level. Transition to first grade is an exciting time for the youngsters. They have learned and mastered their letter names and sounds. They can identify the cover and title pages and read from left to right. They can demonstrate understanding of spoken words, syllables, and sounds by producing rhyming words. Blending and segmenting syllables in spoken words are already mastered at this level. They are categorized as Emergent Readers. According to Fountas and Pinnell (2001), there are five stages of literacy development that pertain to reading and writing. The Emergent reading age range is from 2-7. This is when children begin to relate spoken and written words. They also use picture clues to understand stories and can make text-to-world connections.

What next? Knowledge in kindergarten is built upon in first grade. Students learn how to recognize and distinguish the different features of print like first word, capitalization,

punctuation, and how to ask and answer questions about key details in a text. This is the age of making connections between characters and events.

Based on the Florida Language Arts Standards, the following are the skills to be learned and mastered at the first grade level:

LAFS.1.RF.1.1

Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

LAFS.1.RF.2.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LAFS.1.RF.3.3

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

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

- g. Recognize and read grade-appropriate irregularly spelled words.
- h. Initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- i. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

LAFS.1.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Activities that can help with the mastery of above skills are: Phonics onset and rime games and phoneme matching games

Medial Phoneme find- Students will be required to identify and isolate medial phonemes in words.

Phoneme challenge- Students will segment phonemes in words.

Bag of Sounds- Teacher or parent determine the criteria for phoneme selection. For example, beginning, middle or ending and students drop items meeting the chosen criteria in a bag.

Word -O-Matic- students will form words given limited letter vowel and consonant cards

Read and Read Again- students are timed reading the same text over to enhance fluency.

Reader's Theater- students will read connected text with proper intonation, phrasing and expression using the Readers' Theater format. Each character will have a script based on the text being read.

Resources

http://www.fcrr.org/studentactivities/AP_006.pdf

www.i-ready.com . Your child's teacher can provide you with a user name and password

<http://www.starfall.com/>

<http://www.scholastic.com/home/>