

South Carolina Instructional Strategies and Routines

Grade 1



Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction of the content standards outlined in the South Carolina College- and Career-Ready English Language Arts Standards (2023). Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

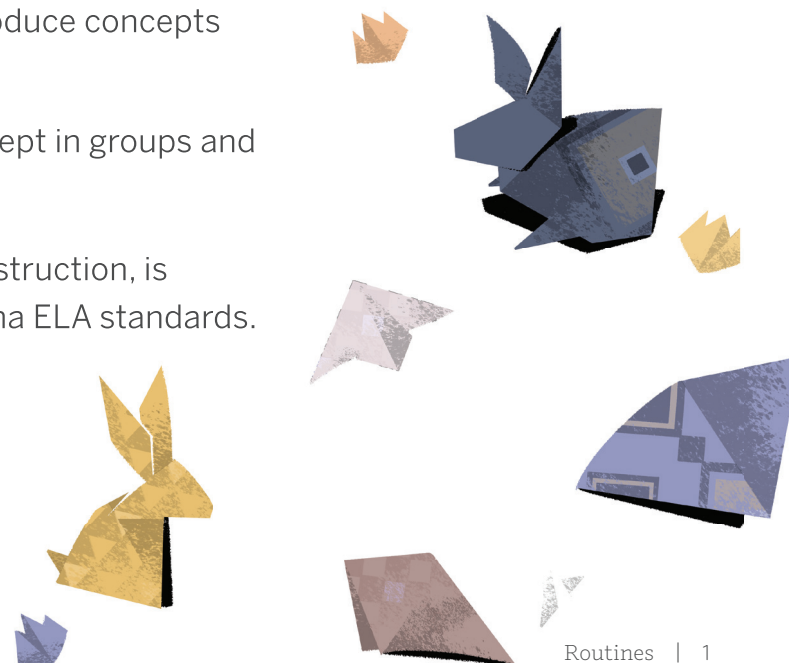
CKLA Connection: suggested moments in the program when teachers may use the routine

Introduce: information teachers may use to explain or introduce concepts

Model: routines for modeling each concept or skill

Practice: activities for students to practice the skill or concept in groups and independently

Using these routines, along with the program's daily core instruction, is recommended to help all students master the South Carolina ELA standards.



Grade 1

Foundations of Literacy Phonological and Phonemic Awareness

ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.

CKLA Connection Use this routine in Skills Unit 1, Lessons 1–5, in which students use chaining to create new words. Conduct this oral routine before showing students the letter cards.

Introduce Explain to students that they are going to practice counting, segmenting, blending, and deleting syllables in words.

Delete

Model Tell students that you will practice deleting and adding syllables in spoken words, including compound words.

Say: We can take away syllables from words to make new words. If I take *–ing* away from the end of the word *running*, I have the word *run*. If I take away the *re–* from the beginning of the word *review*, I have the word *view*.

If possible, project an image of a cupcake for students to see before you say the word *cupcake* aloud.

Say: The name of the food in this picture is a compound word. That means it is made up of two words that have been pushed together. Each of the words by itself is one syllable: *cup* and *cake*. If I take away *cup*, I am left with *cake*. If I take away *cake*, I am left with *cup*.

Have students repeat each sound and then clap the syllables with you: *cup • cake*. Then blend the syllables together and smoothly say *cupcake*. Have students repeat the blended word with you.

Add

Model Tell students that they may also add syllables to words to make new words.

Say: Let's start with the word *tie*. I am going to add the syllable *–un* to the beginning of the word to make a new word: *untie*. I'm going to add another syllable to the end of the word. If I add *–ing* to the end of *untie*, I can make the word *untying*.

Say: Next, I'm going to add a syllable to a word to make a new compound word. Remember that a compound word is a word that is made up of two words. If I start with the word *ball*, I can add a lot of different words to it to make new compound words: *base • ball*, *foot • ball*, *soft • ball*, *basket • ball*, *ball • player*, *ball • room*, *ball • park*.

Foundations of Literacy Phonological and Phonemic Awareness (continued)

ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.

Group Practice Call on students as you repeat the routine for deleting syllables with the words *un • less* and *pan • cake*. Then call on students as you repeat the routine for adding syllables with the words *play (re • play)* and *snow (snow • man)*.

Independent Practice Have students work with a partner to continue practicing deleting and adding syllables. If possible, provide picture cards that show actions and compound words, such as *jumping*, *sleeping*, *earring*, and *raincoat*, and have students delete syllables to create new words (*jump*, *sleep*, *ear*, *ring*, *rain*, *coat*). Then provide picture cards for the following words, and have students add syllables to make new words: *bird (bird • house, bird • cage)*, *tooth (tooth • brush, tooth • paste)*, and *air (air • plane, air • port)*. Circulate to ensure that students are deleting and adding syllables correctly.

Grade 1

Foundations of Literacy Phonological and Phonemic Awareness

ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.

CKLA Connection Use this routine during Skills lessons that focus on orally blending and segmenting multisyllabic words.

Introduce Explain to students that they are going to “clap” to blend, or put together, sounds to make words. Then they are going to “chop” to segment, or take apart, a word to identify its sounds. They are going to listen for the first sound of the word, called the onset. Explain that they will also listen for the sound that follows, called the rime. The rime includes a vowel sound. They will practice this skill with multisyllable words.

Blend—Sound Clap

Model Hold up your left hand with the palm facing right. **Say:** /p/. Hold up your right hand with your palm facing left. **Say:** /an/. Clap your hands together while you say *pan*. Tell students they can also blend to make multisyllable words, such as *pancake*. This word has two syllables, so it has two onsets and two rimes: /p/ + /an/ = *pan* /c/ + /ake/ = *cake*. We blend the syllables together to make the word *pancake*.

Group Practice Have students mimic your actions and sounds, using their own hands to model clapping to blend the parts of the word *sunburn*: /s/ + /un/ = *sun* /b/ + /urn/ = *burn*. Then have them blend the syllables together to say the whole word.

Independent Practice Project pictures of objects that have two-syllable names, such as a cupcake, a football, and a rainbow. Have students practice clapping to blend the onset and rime of each syllable with a partner before blending the syllables together to create the whole word. Circulate among the students and listen to ensure that they are identifying the onset and rime correctly.

Segment—Sound Chop

Model Start with your hand at the bottom of your chin. Extend your arm forward to create a curve to indicate that sounds are coming out of your mouth, and say *bedroom*.

Say: Let’s start by chopping this word into its two syllables.

Start making the curve of your arm, and say *bed*.

Mouth /room/ without using your voice, and make the chopping motion with your arm.

Foundations of Literacy Phonological and Phonemic Awareness (continued)

ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.

Say: We split *bedroom* into two parts: *bed* and *room*.

Say: Now, let's segment *bed* into its onset and rime by chopping off the 'ed.'

Start making the curve of your arm. Say /b/.

Mouth /ed/ without using your voice, and make the chopping motion with your arm.

Say: We turned *bed* into /b/!

Say: Now, let's segment the second part of the word: *room*.

Start making the curve of your arm. Say /r/.

Mouth /oom/ without using your voice, and make the chopping motion with your arm.

Say: We turned *room* into /m/!

Group Practice Have students practice segmenting the words *railroad* and *treetop* using the sound chop routine you modeled.

Independent Practice Have students practice with a partner as you circulate to hear them segment these words: *baseball*, *sailboat*, *toothbrush*. If possible, show pictures of the words.

Grade 1

Foundations of Literacy Phonological and Phonemic Awareness

ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.

CKLA Connection Use this routine in Skills Unit 1, Lessons 1–5, in which students use chaining to create new words. Conduct this oral routine before showing students the letter cards.

Introduce Explain to students that they are going to practice adding, deleting, and substituting sounds in words. For example, deleting, or taking away, the sound /f/ from *flight* makes the word *light*. Adding the sound /t/ to the word *pan* makes the word *pant*. Substituting sounds, or changing one sound for another, can also make a new word. Substituting /p/ for /t/ in *cat* changes the word to *cap*.

Model Point out that sounds can be deleted, added, or substituted at the beginning or end of a word.

Say: Let's try adding, deleting, and substituting phonemes using the word *ant*. The sounds in *ant* are /a/ /n/ /t/. I can take away the /t/ from *ant* to make the word *an*.

Have students repeat each sound and then say the word with you.

Say: I can add the /p/ sound to the beginning of the word *an* to make the word *pan*.

Have students repeat each sound and then say the word with you.

Say: I can substitute the /a/ sound with /i/ in *pan* to make the word *pin*.

Have students repeat each sound and then say the word with you.

Say: Let's start again with *flip*. I can delete the /f/ sound from the word to make *lip*. Then I can add the /s/ sound to make *slip*. If I substitute the /i/ sound for the /a/ sound, I can make *slap*.

Have students repeat the chain with you: *flip* > *lip* > *slip* > *slap*.

Group Practice Call on students as you repeat the routine with the chain beginning with *sat*. (Possible response: *sat* > *at* > *pat* > *spat*)

Independent Practice Have students continue practicing deleting, adding, and substituting phonemes in words. Have students start with *chart* and make new words, such as *art*, *part*, and *cart*.

Foundations of Literacy Print Concepts

ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).

CKLA Connection You may use this routine when you are introducing students to a book for the first time. For example, in Knowledge Domain 2, students learn information from books about bodies.

Introduce Explain to students that books have titles and authors and that many books have other useful information, such as the name of the illustrator. Add that books also may have other important features, such as a table of contents, which tells what is in the book, or a glossary, which explains difficult words in the text.

Model Select a nonfiction trade book from your classroom or digital library. Indicate and name each of the features mentioned above: title, table of contents, glossary, and names of the author and illustrator. Customize the discussion below to the specific book you chose.

Say: I can find the title of the book by looking at the front cover. The title is usually in big letters. Here is the title: *All About Bears*. I can see the title again inside the book, on one of the very first pages.

Ask: What do you think the book will be mostly about? (*bears*)

Say: Next, I can look at the front of the book and find the names of the people who wrote it and illustrated it. Remember that the *author* is the person who wrote the book and the *illustrator* drew the pictures. You can usually find these names on the cover. Here are the names of the author and the illustrator. You can see that it says *by* and then the author's name for the author and *illustrated by* and then the illustrator's name for the illustrator. It also might say *pictures by*. Do you think we can find these names on the inside of the book too? Let's see!

Say: Many books have a table of contents that tells what information will be in the book. The table of contents comes at the beginning. Here is the table of contents for *All About Bears*. What if I want to find information about where bears live? I can look at the table of contents. Chapter 4 is called "Where Bears Live." Now I know I can look at Chapter 4 to find the information I need.

Say: Some books have a glossary at the end. A glossary lists words in the book that the author thinks the readers might not know. Each word has a definition, or says what the word means. That can be very helpful! Here is the glossary for *All About Bears*. Here's one important word: *cub*. A cub is a baby bear.

Grade 1

Foundations of Literacy Print Concepts (continued)

ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).

Group Practice Have students identify the title, table of contents, glossary, and the names of the author(s) and illustrator(s) in two additional trade books in your classroom library.

Independent Practice Have students select a book from the classroom library. Ask them to locate the names of the author and illustrator along with the book's title, both on the front cover and inside the book. Then have them look for and locate the table of contents and the glossary, if the book has them. Circulate and check on students' progress.

Foundations of Literacy Decoding and Encoding

ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.

CKLA Connection Use this routine whenever you want students to practice decoding or writing words using familiar sound spellings.

Introduce Remind students that words are made up of sounds and that letters stand for those sounds. Explain that they can add, delete, and substitute letters in words. When they do this, they can make different words.

Model Write the word *sit* on the board/chart paper.

Say: This is the word *sit*. Watch as I delete the letter 's' to make a new word.

Delete 's.'

Say: My new word is *it*. I can delete the 't' to make the word *I*.

Add 'h' as the new initial letter.

Say: Adding the letter 'h' to the beginning of the word *I* makes the word *hi*. I can add another letter, 't' to make *hit*. Now let's see what happens when we substitute a different vowel in the middle of the word.

Remove 'i' and substitute 'a.'

Say: The new word is *hat*.

Ask students what word you will make if you add 'c' to *hat*. Write *chat*. Then ask what word you'll make if you change 'c' to 't.' Write *that*. Have students think how they could delete, add, or substitute letters to change *that* to another word. Allow response time. Write words students suggest: *than, tan, man, pan, span*, and so on.

Group Practice Give students letter cards. Ask them to delete, add, and substitute letters in the word *then* to make new words: *then > ten > pen > pin > spin > spit > pit > pet > let > led > fled*.

Independent Practice Have students continue using letter cards or writing on their own paper to practice deleting, adding, and substituting letters, starting with the word *trap*. Have them see how many new words they can make by manipulating letters and letter combinations—for example: *trap, tap, zap, zip, lip, clip, chip, hip, rip, grip, trip, trap, rap, nap, snap, sap*. Tell them to read each new word they make.

Grade 1

Foundations of Literacy Decoding and Encoding

ELA.1.F.3.8a Decode and encode words using onset/rime.

CKLA Connection Use this routine to help build fluency in decoding and encoding. Working with onset and rime will help students understand that words contain recognizable chunks.

Introduce Tell students that they can read and write words by sounding them out letter by letter. Another way to read and write words is to recognize the parts or chunks in words. Remind students that the onset of a word is the beginning consonant or consonants. The rime is the vowel and the rest of the letters.

Model Write the word *lake* on the board/chart paper. Circle the onset *l* and underline the rime *ake*. Explain that knowing the rime *-ake* can help you decode, or read, and encode, or write, many words with that rime.

Say: There are many commonly used rimes. The rime *-ake* is found in many words.

Write these words: *bake*, *cake*, *fake*. Circle the onset and underline the rime in each word. Then guide students to read each word by blending the onset and rime.

Say: We can also use onset and rime to write words.

Ask: What is another *-ake* word? (*make*)

Say: I can combine the onset */m/* with the rime */ake/* to encode the word *make*.

Model spelling the word for students.

Group Practice Write the words *mash*, *trash*, and *lash* on the board/chart paper. Have student volunteers circle and underline the onset and rime of each word. Then guide students to practice using onset and rime to decode the words.

Independent Practice Have students work with a partner to encode as many words as they can with the rimes *-ing* and *-ight*. Have students trade their lists with another pair of students and practice using onset and rime to decode the words. Circulate to ensure mastery.

Foundations of Literacy Decoding and Encoding

ELA.1.F.3.8k Decode and encode words using vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym).

CKLA Connection Use this activity when discussing words with the spelling ‘y,’ such as Skills Unit 2, Lessons 8, 10, 11, and 15.

Introduce Explain that students can decode and encode words with the vowel ‘y’ in the final and medial, or middle, position of words. In CKLA, letter sounds are represented with more than one letter, such as the long *i* sound represented as /ie/. Short vowel sounds are represented as the single letter, such as /i/. Tell students that in the final position of one-syllable words, the vowel ‘y’ makes the long /ie/ sound, such as in the word *why*. In the final position of two-syllable words, the vowel ‘y’ makes the long /ee/ sound, such as in the word *story*. In the medial, or middle, position, the vowel ‘y’ makes the short /i/ sound, such as in the word *oxygen*. We can use this knowledge to read and write words with the vowel ‘y.’

Model Display the words *try*, *sunny*, and *gym*.

Say: To identify which way to pronounce the vowel ‘y,’ I consider where the vowel appears in the word. Underline the ‘y’ in *try*.

Say: The ‘y’ is in the final position and this is a one-syllable word, so I know that the vowel ‘y’ will make the /ie/ sound. I can decode the word: /t/ /r/ /ie/.

Underline the ‘y’ in *sunny*.

Say: The ‘y’ is in the final position and this is a two-syllable word, so I know that the vowel ‘y’ will make the /ee/ sound. I can decode the word: /s/ /u/ /n/ /ee/.

Underline the ‘y’ in *gym*.

Say: The ‘y’ is in the medial position, so I know that the vowel ‘y’ will make the /i/ sound. I can decode the word: /j/ /i/ /m/.

Say: Now, let’s use this knowledge to try to encode, or write, other words that have the vowel ‘y.’ For example, let’s think about the word *bunny*.

Grade 1

Foundations of Literacy Decoding and Encoding (continued)

ELA.1.F.3.8k Decode and encode words using vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym).

Ask: Which word does *bunny* sound like? (*sunny*) That's right. *Bunny* rhymes with *sunny* and they are both two-syllable words. Where is the vowel 'y' in the word *sunny*: at the beginning, middle, or end? (*end*) Right! Since the words *sunny* and *bunny* end with the same sound and they are both two syllables, we know that *bunny* ends with the vowel 'y' in the final position, like *sunny* does.

Repeat with the word *sky*.

Group Practice Display the following words: *fly, baby, myth*. Have students work in small groups to decode the words and identify the vowel sound the vowel 'y' makes in each word. Then work through the examples as a class.

Independent Practice Project the following words: *my, happy, system*. Have students copy the words and work independently to decode them. Encourage students to identify the sound the vowel 'y' makes in each word. Then challenge partners to think of words that have the same vowel sound for 'y' and write them under the words. Circulate to assist as needed.

Foundations of Literacy Decoding and Encoding

ELA.1.F.3.8I Decode and encode words using words that follow the *-ild*, *-ost*, *-old*, *-olt*, and *-ind* patterns (e.g., mild, host, fold, jolt, kind).

CKLA Connection Use this activity when discussing words with these spelling patterns.

Introduce Explain that students can decode, or read, words that have long vowel sounds that follow the spelling patterns *-ild*, *-ost*, *-old*, *-olt*, and *-ind*. They can do this by chunking, or breaking apart, the words. Tell students that knowing these patterns will also help them encode, or spell, words.

Model Display the words *mild*, *most*, *fold*, *bolt*, and *kind*.

Say: I see the *-ild* pattern in *mild*, so *mild* is /m/ + /ild/. I will underline the *-ild* in *mild*.

Say: I see the *-ost* pattern in *most*, so *most* is /m/ + /ost/. I will underline the *-ost* in *most*.

Say: I see the *-old* pattern in *fold*, so *fold* is /f/ + /old/. I will underline the *-old* in *fold*.

Say: I see the *-olt* pattern in *bolt*, so *bolt* is /b/ + /olt/. I will underline the *-olt* in *bolt*.

Say: I see the *-ind* pattern in *kind*, so *kind* is /k/ + /ind/. I will underline the *-ind* in *kind*.

Say: When you see these patterns in words, it can help you decode the words. But knowing these patterns also helps you encode, or spell, words. For example, we know the *-ind* pattern in *kind*, so we can spell *find*.

Model spelling the word *find* for students.

Ask: Let's try another one. Let's spell *child*. Which pattern do we use? (*-ild*)

Write the pattern *-ild* on the board/chart paper.

Ask: What sound does *child* start with? (/ch/) What letters make that sound? ('c,'h')

Finish writing *child*, and guide students to read the word.

Group Practice Display the following words and have students practice reading them: *wild*, *host*, *cold*, *jolt*, *mind*. Have them read the words in chunks. Then say the following words and have students spell them on paper: *bind*, *wild*, *colt*, *post*, *told*.

Independent Practice Have students work with a partner to write as many words with the *-ild*, *-ost*, *-old*, *-olt*, and *-ind* patterns as they can. Then have them trade lists with another pair to practice reading the words. Circulate to ensure mastery.

Grade 1

Foundations of Literacy Decoding and Encoding

ELA.1.F.3.8m Decode and encode words using silent letter combinations (e.g., kn, wr, mb, gh, gn).

CKLA Connection Use this extension in lessons that teach silent letter combinations, such as in Skills Unit 6, Lesson 10.

Introduce Explain to students that they can decode, or read, words with silent letter combinations, such as *kn*, *wr*, *mb*, *gh*, and *gn*. Tell them that they can decode words with these letter combinations by segmenting the sounds and then blending them together. **Note:** In CKLA, silent letter combinations are called Alternative Spellings. The letter combinations *kn* and *gn* have the /n/ sound. The letter combination *wr* has the /r/ sound. The letter combination *mb* has the /m/ sound. The letter combination *gh* can be silent or it can have the /g/ or /f/ sound.

Model Display words that fit the skill students are studying, such as *know*, *write*, *numb*, *high*, *ghost*, *cough*, or *sign*. Substitute the applicable grapheme in the following routine.

Say: I see the silent letter combination ‘kn’ in *know*. The ‘kn’ makes the /n/ sound, so *know* is /n/ /oe/. Underline the ‘kn’ in *know*.

Say: These silent letter combinations in words can help you decode the words. They can also help you spell words. For example, the word *crumb* is like *numb*. The letters ‘m’ and ‘b’ make the /m/ sound. Watch me spell *crumb*.

Write *crumb* on the board.

Group Practice Display the following words based on the skill students are focusing on: *knob*, *wrist*, *climb*, *gnat*, *laugh*. Have students work in small groups to decode the words and underline the silent letter combinations they see. Then work through the examples as a class.

Independent Practice Project the following words based on the skill students are mastering: *knock*, *wrote*, *thumb*, *gnaw*, *sigh*. Have students copy the words and work independently to decode the words. Encourage them to underline the silent letter combinations. Then circulate to ensure that students can segment the sounds. Then ask students to write the following words, using what they know about these silent letter patterns: *lamb*, *gnome*, *knife*, *wring*, *thigh*.

Foundations of Literacy Fluency

ELA.1.F.4.3b Read texts by decoding the word by analogy.

CKLA Connection Use this routine once students have a bank of known words and word patterns they can use to read unfamiliar words.

Introduce Tell students that they have learned many words that they can read without sounding them out. Explain that today they will learn a way to read new words by using the words they already know. This will help them read more fluently.

Model Write the word *tantrum* on the board/chart paper. Circle the parts *tan* and *trum*. Model how to use familiar words to decode this unfamiliar word. Create a diagram as you model.

an	drum
↓	↓
tan	trum

Say: I don't know this word, but I recognize parts that remind me of words I know. I know the word *an*, so this part is *tan*. The second part looks like a drum, so this must be *trum*. The word is *tantrum*. I can read this word because it has spelling patterns that I already know.

Write the word *coffeepot* and circle the parts: *coff*, *ee*, *pot*. Create a diagram as students share their connections.

off	see	not
↓	↓	↓
coff	ee	pot

Say: Now let's read the word together.

Ask: What does the first part remind you of? (*off*) What does the middle part remind you of? (*see*) What is the third part like? (*not*) Now let's put these parts together to read the word: *coffeepot*.

Group Practice Write the words *contain* and *frozen*, and guide students to make connections with words or spelling patterns they already know to read each word—for example: *on/rain*, *go/ten*.

Grade 1

Foundations of Literacy Fluency (continued)

ELA.1.F.4.3b Read texts by decoding the word by analogy.

Independent Practice Write the following words and have students copy them: *potato, understand, proceed*. Have them work with a partner to use analogy to read the words. Ask them to choose one of the words and draw a diagram showing the connections to what they know and the new word. Circulate and, if needed, provide support.

Foundations of Literacy Fluency

ELA.1.F.4.3c Read texts by using context and visuals from the text to support monitoring and self correcting.

CKLA Connection Use this routine when students read from the Student Reader in any Skills unit.

Introduce Explain to students that they become better at reading when they read a word more than once. Explain that rereading helps us recognize mistakes we make as we read and helps us better understand the meaning of a text. Provide these tips to students so they can recognize mistakes in word recognition as they read aloud.

Say:

- Read each word in order and don't skip words.
- Don't read too quickly. It's not a race!
- Focus on one word at a time.
- Pause when you come to a hard word or when something doesn't sound right. Ask yourself whether you see any familiar parts in the word. Check to see whether the context of the sentence can help you read the word. Use these strategies to figure out the word. Then reread the sentence. You can ask yourself, "Does this make sense?" Try to retell the sentence in your own words. You can also look at images near the text to help confirm your understanding.

Model Read aloud the first few sentences of a paragraph. Read each word clearly and read at a normal pace. Then make an intentional mistake when reading a word so you can model self-correcting. For example, "The people were investigating (read "interesting") why the whale had washed up on shore." I see a picture of scientists examining the whale. Use the strategies listed above to model fixing your word recognition.

Say: What I just read doesn't make sense. What can I do to help me figure it out? I can go back and reread. I can look for familiar parts in the word. I can also think about the meaning of the sentence and use information from the text. I see familiar parts in the word that can help me decode it. I ask myself "What word makes sense in this sentence with the word parts I recognize?" I can also look at the images. I know the word! It is *investigating*! Now I will go back and reread the sentence to see whether it makes sense.

Reread the sentence using the correct word.

Grade 1

Foundations of Literacy Fluency (continued)

ELA.1.F.4.3c Read texts by using context and visuals from the text to support monitoring and self correcting.

Say: Yes, that makes sense. I used different strategies to help me. I looked inside the word for familiar parts. I used the context or meaning of the sentence. I looked at an image. Then I reread the sentence to make sure it made sense.

Group Practice Continue reading the text aloud. Pause every few sentences, and have students paraphrase what you read.

Independent Practice Have students continue reading the text on their own. Remind them to check for meaning and use fix-up strategies to correct any errors. Circulate as students read using quiet voices. Provide support as needed.

Applications of Reading Literary Elements and Figurative Language

ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.

CKLA Connection Use this routine when reading nursery rhymes, stories, or poems from your classroom library to help students practice identifying forms of figurative language.

Introduce Explain to students that writers choose their words carefully to tell a story or give information. They may write with figurative language, which are words used in creative ways to create strong feelings or images.

- **Alliteration** describes words that begin with the same letter. Consonant sounds repeat. Alliteration gives writing a musical quality. *The big ball bounced.*
- **Onomatopoeia** describes words that sound like what they mean, such as *buzz*, *crunch*, and *ding*.

Explain that writers also use descriptive words and phrases, imagery, and rhyme to make stories, poems, and songs interesting and memorable.

- **Descriptive words and phrases** tell what something looks, sounds, tastes, smells or feels like, such as the words *cold* and *blue* in the phrase *cold blue sea*.
- **Imagery** describes specific words and phrases that writers use to help readers create mental images. *The dragon zoomed through the night sky.*
- **Rhyme** describes words that end with the same sound, such as *frog / log*, *sky / high*.

Model Project the text of “Baa, Baa, Black Sheep” or another nursery rhyme, poem, or song of your choosing.

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full.
One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

Grade 1

Applications of Reading Literary Elements and Figurative Language (continued)

ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.

Say: I am going to read the first line of the nursery rhyme aloud, and I want you to listen for examples of words that begin with the same sound.

Read the first line aloud.

Ask: In the first line, what letter sound is repeated at the beginning of several words? (*B*) Right! The words *baa*, *baa*, and *black* all begin with /b/. That is an example of alliteration. How does this alliteration affect the nursery rhyme? (*Elicit responses that the alliteration makes the nursery rhyme sound fun, sound like a song, etc.*) Now I'm going to read the first line again. This time I want you to listen for words that sound like what they mean.

Read the first line aloud again.

Ask: What word sounds like what it means? (*baa*) Right. The word *baa* sounds like the noise a sheep makes. That is an example of onomatopoeia. How does this onomatopoeia affect the nursery rhyme? What does it help you understand? (*Elicit responses that the onomatopoeia shows we are talking to the sheep, etc.*)

Repeat the routine by reading the whole nursery rhyme aloud and guiding students to identify and explain the purpose of examples of descriptive words and imagery.

Group Practice Read aloud another nursery rhyme or poem and guide students to identify examples of alliteration, onomatopoeia, descriptive words and phrases, and imagery. Have groups explain the purpose of each example.

Independent Practice Have students read or recall another nursery rhyme, poem, or song that has examples of alliteration, onomatopoeia, descriptive words and phrases, and imagery. Ask students to identify each type (alliteration, onomatopoeia, etc.) and explain its purpose.

Applications of Reading Text Structure and Features

ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.

CKLA Connection Use this routine when students are reading nonfiction trade books, especially those with graphs and maps.

Introduce Tell students that text features can help them find information in a nonfiction text. Explain that important text features in nonfiction books include the following:

- a table of contents, which tells the names of the different chapters in the book
- captions, or words and sentences that tell what is happening in an illustration
- a glossary, which gives the meanings of new or unfamiliar words in the text
- maps, which show where important places are
- graphs, or pictures that organize data

Model Choose a nonfiction trade book from your physical or digital classroom library. Show students each of the features mentioned above. Then customize the model below to match the book you chose.

Say: This is a book about weather. We can read this entire book to find out facts about the weather. But if there are key facts or information we want to find, we can use text features.

Say: Here is the table of contents. The table of contents is always at the front of the book. It tells what will be in the book and how the information is divided into chapters. I want to learn about lightning.

Ask: Which chapter might have the information I want to know? (“*Storms*”)

Say: Let’s go to that chapter. Here is a photo of lightning!

Ask: What text feature will give more information about this photo? (*the caption*) That’s right! The caption is below the photo. It says: “You can see a lightning bolt before you hear the thunder that goes with it.”

Say: Now I want to know how much rain falls in different areas of the world each year. This page has a graph. You can see the two bars going up. One bar goes a long way up! It shows how much rain fell in a rain forest one year. The other doesn’t go up very far at all. It shows how much rain fell that same year in a desert. The graph shows this information using a simple picture.

Grade 1

Applications of Reading Text Structure and Features (continued)

ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.

Say: Now I want to know where the hottest and coldest places are. Here is a map. The map shows the United States. The hottest places are in red. The coldest places are in blue. Like a graph, a map is a picture that gives important information.

Say: While scanning this page, I noticed a word I don't know: *blizzard*.

Ask: Where in the book can I look to find out what this word means? (*glossary*) That's right. The glossary in the book lists words and their meanings. Here is the word *blizzard*. A blizzard is a big snowstorm with strong winds.

Group Practice Ask students to share some things they want to know on the topic of the text that you used in the model. Ask them to suggest how they could use text features to find that information.

Independent Practice Have each student select an informational book from the classroom library. Ask students to think of some key facts or information that they want to know that might be in that book. Then have them practice using what they have learned about text features to locate key facts or information. As a class, discuss what text features they identified and how the features helped them find key facts or details in the text.

Applications of Reading Vocabulary: Determining Meaning

ELA.1.AOR.7.1b Use provided reference materials to build and integrate background knowledge.

ELA.1.AOR.7.1c Use provided reference materials to determine the meaning of words and phrases.

CKLA Connection Use this routine during any Vocabulary lesson. Provide simple dictionaries and glossaries to help students confirm the meaning of words.

Introduce Explain to students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. Tell students that, to clarify the meaning of words, we must do the following:

- Identify the word.
- Ask: What other words surround this word? Where have you heard this word before?
- Finally, identify which resource materials we can use to define the word, such as a simple dictionary or glossary.

Tell students they can use what they learn from a dictionary or glossary to find out more about a topic they are interested in. For example, if they learn what the words *marine* and *biology* mean, they can figure out what a marine biologist does.

Model Choose a book from the classroom library that uses words that students may not know. Read a few pages aloud.

Say: I am not sure I know the word ____.

Point to the word.

Say: I will think about the other words that are around this word. I will also think about where I have heard this word before.

Discuss the words surrounding the word you have chosen, and have students brainstorm where they may have heard the chosen word before.

If the book has a glossary, **say:** This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. The list in the back will be in alphabetical order, which will make it easier for me to find the word. For example, if my word is *marine*, I will start in the *m* section of the glossary and look for words that begin with *ma*–, then *mar*–, and so on, until I find *marine*. When I find the word, I can confirm what it means.

Grade 1

Applications of Reading Vocabulary: Determining Meaning (continued)

ELA.1.AOR.7.1b Use provided reference materials to build and integrate background knowledge.

ELA.1.AOR.7.1c Use provided reference materials to determine the meaning of words and phrases.

If the book does not have a glossary, **say:** I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. For example, if my word is *biology*, I will start looking at the *b* section of the dictionary and then look for words that start with *bi*–, then *bio*–, and so on, until I find the word *biology*. When I find the word, I can confirm the meaning.

Group Practice Display a read-aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

Independent Practice Provide students with another read-aloud or classroom text. Have students work independently to identify unfamiliar words, and then have them use grade-level resource materials to clarify the meanings. Have them write the meaning of the word on their own papers, or circulate to hear students' definitions. Point out that students can use this strategy when they encounter unfamiliar words or to expand on their background knowledge of a topic.

Applications of Reading Vocabulary: Word Meaning Within Text

ELA.1.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts.

CKLA Connection Use this routine when students are reading any literary, informational, or multimedia text.

Introduce Explain that authors choose their words carefully. They want to choose just the right word or phrase when they write stories, multimedia, or informational texts. Explain that sometimes authors choose just the right words. For example, they may give information clearly or include details that help readers understand a story. Sometimes, though, authors choose words or phrases that could be improved.

Model Choose a fiction or nonfiction book from your classroom library, or select a multimedia text if you prefer. Customize the model to suit the book you have chosen.

Say: Here's a nonfiction book about soccer. Let's read some of the text. As you listen, think about the words the author chose. The book begins like this: "Kick! Pass! Shoot! Goal! Have you ever played soccer? If not, you should! Soccer is fast-moving and thrilling, and the crowd goes wild every time a goal is scored." I like the words the author chose. The start of the book—"Kick! Pass! Shoot! Goal!"—works very well because it sounds dramatic and makes me think that soccer is an exciting game. I also like the words *fast-moving* and *thrilling*, because they help me form pictures in my head: players passing the ball quickly up the field and everyone being very involved in the game. Finally, I like the phrase *The crowd goes wild*. I can really picture what that looks like!

Say: We'll read a little farther. The book says: "Soccer is a good sport. Many people like to play it." I wonder about those sentences. I think words like *good* and phrases such as *like to play it* aren't very descriptive. The author might have been better off writing "Soccer is a great sport. Millions of people love to play it." Those words continue the sense of excitement from the beginning of the text, but *good* and *many people* aren't quite as exciting.

Group Practice Continue reading excerpts from the text you have chosen. Guide students to listen for words and phrases that they think are effective in the context of the text along with words and phrases they think could be improved. Have them explain their thinking.

Independent Practice Have students choose a literary, informational, or multimedia text. Guide students to read selections from the text and evaluate the effectiveness of the language the author chose to use. Help them explain their thinking.

Grade 1

Applications of Reading Print and Non-Print Forms

ELA.1.AOR.10 Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

CKLA Connection Use this routine when students are asked to learn in ways other than from physical texts.

Introduce Explain that people can learn a lot from pictures and through movement and sound. Tell students that pictures and videos can do a great job of sharing information, but sometimes they can present information in an incomplete way. Explain that images, sounds, and movement also communicate by making the audience feel strong feelings about a subject.

Model Find a picture or short informational video clip on the internet or elsewhere and display it for students. Adapt the modeling to suit the particular multimedia presentation.

Say: We can learn quite a lot by looking at the images and thinking about the sounds and movements in this presentation.

Ask: Who or what do you see? (*two women running*) What do you think is happening? How do you know? (*They are racing. They are running side by side toward a finish line.*) What else do you know about the people or event based on the presentation? (*Accept all answers.*)

Say: There is a lot of information in this presentation. But it cannot tell us everything.

Ask: Does this presentation show us who won the race? (*no*) Does it tell us about how the runners prepared for the race? (*no*)

Say: This presentation does a good job of telling some information, but it does not do a good job of telling other information. Let's review the presentation again. This time I want you to think about how it makes you feel.

Ask: How did the pictures, sounds, and movement make you feel? (*excited, nervous about the outcome, etc.*) Why? (*Accept all responses.*)

Say: Pictures, sounds, and movements can make an audience feel strong emotions.

Group Practice Play a short informational video clip taken from the internet or elsewhere. Point out that the video includes movements, images, and sounds. Guide students to tell what information the video does a good job of telling. Then have them consider what information the video does not communicate well. Ask them to share how the pictures, movements, or sounds made them feel and why.

Applications of Reading Print and Non-Print Forms (continued)

ELA.1.AOR.10 Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience

Independent Practice Have students work in pairs. Ask them to look at pictures in books or on the internet and tell each other at least one idea or detail the picture communicates well and at least one idea or detail the image does not communicate well. Then have them compare how the image made them feel and why. Circulate to ensure mastery.

Grade 1

Written and Oral Communications Grammar and Conventions

ELA.1.C.4.1e Use a colon between the hour and minutes in time.

CKLA Connection Use this routine when students are learning about how to write times using numbers.

Introduce Review with students that, when they say and write times, there are two different parts to the time: the hour and the minute. Explain that, when they write a time, they need to include another mark as well to help them keep the hours and the minutes separate. Tell students that they will learn about that mark in this routine.

Model Write the digits 1115 on the board.

Say: At 1115 in the morning, we are usually (doing independent reading/having science class/getting ready for recess). I'm trying to write the time eleven fifteen on the board. But it's tricky to read, with all those numbers smushed together. What I need is a mark called a colon. A colon is made of two dots, one on top of the other. I put the colon between the hours and the minutes, like this.

Rewrite 1115 as 11:15 and draw an arrow pointing to the colon.

Say: I read this time as eleven fifteen. The hours and minutes are separated.

Write several other times.

Say: I write the hour, then the colon, then the minutes; the hour, then the colon, then the minutes.

Group Practice Dictate a series of times. Have students work together to write the times on the board, remembering to include the colon. Check their work.

Independent Practice Ask students to imagine a daily schedule that they would enjoy. Have them write three or four activities they would like to do during the course of a day. Next to each activity, they should write the time they would like to carry it out. Circulate, making sure that students include hours and minutes separated by a colon for each time.

Written and Oral Communications Grammar and Conventions

ELA.1.C.4.1f Identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions.

CKLA Connection Use the following routine during any writing project to teach and reinforce how to use collective nouns, especially those units that provide an editing checklist.

Introduce Collective nouns name groups of people or things. Students should understand when the collective noun represents a group acting in unison, making the noun singular, or when the collective noun represents a group with members acting individually, making the noun plural. Students should be able to apply the correct verb form to the collective noun.

Model Explain to students that collective nouns describe a group of people, animals, or things.

Ask: Have you ever played a game with cards? What do we call a complete set of cards? (*a deck*)

Write the word *deck* on the board. Explain that the word *deck* is an example of a collective noun that describes a group of things.

Write the following sentences on the board. Read the sentences aloud to students: The magician used a card to perform a magic trick. The magician used a deck of cards to perform a magic trick.

Ask: What does the magician use in the first sentence? (*one card*) What does the magician use in the second sentence? (*a deck or group of cards*)

Point out that in the first sentence the word *card* is a regular noun and in the second sentence the word *deck* is a collective noun that describes a group of cards.

Explain to students that when using collective nouns the verbs being used need to follow subject-verb agreement.

Say: When the collective noun represents a group acting in unison or as a unit, the collective noun is singular and the verb must be singular. When the collective noun represents a group with members acting individually, the collective noun is plural and the verb must be plural.

Write the following sentences on the board and read them aloud: *The team is walking to the field for practice. The team are going home with their families after the game.*

Grade 1

Written and Oral Communications Grammar and Conventions (continued)

ELA.1.C.4.1f Identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions.

Ask: What is the collective noun? (*team*) What is the verb in the first sentence? (*is*) Is it singular or plural? (*singular*) What is the verb in the second sentence? (*are*) Is it singular or plural? (*plural*)

Say: In the first sentence the collective noun is singular. The players in the group are acting as a unit. When the collective noun is singular, the verb is singular. In the second sentence the collective noun is plural. The players in the group are acting as individuals. When the collective noun is plural, the verb is plural.

Group Practice Write the following collective noun on the board: *class*. Have students work in pairs to use the collective noun in a sentence. Remind students to use the correct verb form when they write or say the sentence. Have a few volunteers share their sentences. Ask students to identify the collective noun and the group of people or things being described by the collective noun.

Independent Practice Have students work independently to write a sentence using the collective noun *family*. Have students underline the collective noun and circle the verb. Collect students' work.

Written and Oral Communications Grammar and Conventions

ELA.1.C.4.1g Form and use
regular and frequently occurring
irregular nouns.

CKLA Connection Use this routine after students have been taught standard plural forms for nouns in which –s or –es is added to the noun.

Introduce Review with students that most nouns add –s or –es when they change from singular (one) to plural (more than one). Give the following examples: *one horse, many horses; one cow, two cows; one cat, lots of cats*. Then explain that some nouns form plurals in other ways. Tell students that these words usually don't follow a pattern and that their plurals must be memorized.

Model Introduce words with irregular plurals. Write or project the singular nouns and their plurals on the board.

Say: I saw a goose yesterday. The day before yesterday, I saw two geese. When I make goose plural, I don't add an –s to make it geoses; instead, I change the word to geese. Another example is *mouse*. I don't say that I like to pet *mouses*; I say that I like to pet *mice*. *Goose* becomes *geese*, and *mouse* becomes *mice*. It can be tricky to tell what the plural will be!

Say: Here are some other examples. The plural of *tooth* is not *tooths*. Instead, it's *teeth*. Dogs have lots of *teeth*. We don't say that there are ten *womans* on the basketball team. Instead, we say that there are ten *women*. What if one man was singing a song, and then another man joined him? Then two *men* would be singing. And some nouns don't change at all when you use the plural. One example is *sheep*. *One sheep, two sheep, a million sheep*. The word doesn't change!

Group Practice Indicate your foot or display a picture of one. Have students name the noun *foot* and then determine the proper pluralization *feet*. Have them complete the sentence *An elephant has four ____* using the correct plural *feet*. Review that *foot* does not add –s or –es when it becomes plural but changes in a different way. Repeat with the pair *child/children*.

Independent Practice Have students work in pairs. Ask them to use the plural forms you have written on the board in oral sentences. For example, students could say *I lost three teeth last month* or *Some children got off the bus*. Circulate, checking that students are using the correct plural forms.

Grade 1

Written and Oral Communications • • • • • Collaboration and Perspective

ELA.1.C.8.1b Consider the ideas of others by restating what they say during conversations.

CKLA Connection You may use this routine whenever students are being asked to engage in collaborative discussions, including times when students are conversing with partners as well as times when they are talking in a larger group.

Introduce Tell students that conversations and discussion are very important. People learn information from discussions. They also learn about what other people are thinking and feeling. Explain that one good way to make sure students are paying close attention to a conversation is by restating the ideas of others, or putting these ideas into their own words.

Model Explain that students should imagine that they are having a group discussion about frogs.

Say: Suppose that Darnell says, “Frogs are really good at jumping!” I can show that I heard that comment and understood what Darnell was trying to say by rephrasing, or saying the same idea in my own words. So, I might say, “This is what Darnell told us: ‘Frogs are great jumpers.’” I didn’t use the exact words that Darnell did, but I showed I understood him by saying the same idea using my own words.

Say: Now let’s suppose that Carlie says, “Frogs can live both under the water and on the land because they can breathe in both places.” I can say, “Carlie’s right: Frogs can breathe both in the water and in the air.” Again, I said the same idea as Carlie, but I used my own words.

Say: Here’s one more example. Let’s say that Logan says, “Frogs are tadpoles when they are young, and they don’t have any legs.” I can rephrase this comment by saying, “Logan said that young frogs are called tadpoles, and tadpoles have no legs.” Again, you can see how I changed the words that Logan used, but I did not change the ideas.

Group Practice Say: One other important thing to know about frogs is that they lay thousands of eggs.

Invite students to practice restating your comment using their own words. Repeat with *Frogs stick out their tongues to catch the things they eat.*

Independent Practice Have students work in pairs. They should have a conversation about a topic of their choosing. Have one student make a comment and then have the other rephrase it. Then switch roles. Repeat several times. Walk around the room, checking that students are understanding each other’s ideas and using their own words to rephrase those ideas.

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