

The first grade is missing standards 26 and 27

Course: English Language Arts - Grade 1

Rationale: It is important to teach reading and language arts in order for children to someday gain meaning from print. Children must be able to recognize letters and produce corresponding sounds in order to decode words and sentences and thus gain knowledge from the written word. This preparation is crucial so that children can read for pleasure and communicate and function in the world.

All students need to develop the knowledge and skills necessary to fluently decode and recognize printed words. All students will develop the strategies and skills necessary to read fluently, comprehend, and respond to a variety of literary genres. They need to be able to do this in order to connect text to their world yesterday, today, and tomorrow.

Speaking, listening, reading, and writing are the foundation of communication. The development of vocabulary, reading skills, comprehension, and literary concepts is fundamental to competency in communication. The ability to write is essential both to communicate and to focus child's thinking.

Communication, whether oral or written, needs to be clear and focused in order to convey an individual's ideas and messages. Comprehension is also key to communication. The Language Arts program strives to provide all students a variety of opportunities to perfect the ways in which they communicate with others.

Course Description: See Program of Study

Materials: letter cards, decodable books, leveled readers, student anthologies (5), student practice books (2), big books, poetry big book, magnetic letters, teacher manuals and supplemental materials, theme test (mid and end of year), word wall, word cards, videos, cassette player, audio cassettes of taped books, sentence strips, learning games.

Instructional Strategies: Whole group, partner groups, small group, modeling, hands-on activities, morning message, independent work, learning centers, games, word study activities.

Assessments: End of selection test, decoding and word recognition assessments, DIBELS, sight word recognition assessment, mid and end of year theme tests, school wide writing samples, end of term writing sample, teacher observation.

First Marking Period (September – November)

<u>General Standard/Content</u>	<u>Framework</u>	<u>Learning Objective</u>
Discussion	1.1	Follow agreed-upon rules for discussion.
Questioning, Listening, and Contributing	2.1	Contribute knowledge to class discussion in order to develop a topic for a class project

Oral Presentation	3.1	Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
Vocabulary and Concept Development	3.2	Maintain focus on the topic.
	4.3	Identify and sort common words into conceptual categories.
	4.4	Identify base words and their inflectional forms.
	4.5	Identify the relevant meaning for a word with multiple meanings using its context.
	4.6	Identify common antonyms and synonyms.
	4.7	Use knowledge of the meaning of individual words to predict the meaning of unknown compound words.
	4.8	Determine meanings of words by using a beginning dictionary.
Structure and Origins of Modern English	5.1	Use language to express space and time relationships.
	5.2	Recognize that the names of things can also be the names of actions
	5.4	Identify appropriate end marks
Formal and Informal English	6.1	Identify formal and informal language in stories, poems, and plays.
Beginning Reading	7.4b	Understand that spoken words are represented in written English by sequences of letters;
	7.4c	Match oral words to printed words;
	7.4d	Recognize that there are correct spellings for words;
	7.4e	Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
	7.4f	Recognize the distinguishing features of a sentence and a paragraph;
	7.4g	Identify the author and title of a book, and use a table of contents.
	7.5a	Generate the sounds from all the letters and letter patterns, including consonant blends, long-and short-vowel patterns, and onsets and rimes and combine these sounds into

		recognizable words;
	7.5b	Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words
	7.6	Recognize common irregularly spelled words by sight.
	7.7a	Decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
	7.7b	Read accurately many irregularly spelled words, special vowel spellings, and common word endings;
	7.7c	Apply knowledge of letter patterns to identify syllables;
	7.7d	Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
	7.7e	Know and use more difficult word families and know words to decode unknown words;
	7.7f	Read words with several syllables;
	7.7g	Read aloud with fluency and comprehension at grade level.
Understanding a Text	8.6	Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.
	8.7	Retell a story's beginning, middle, and end.
	8.8	Distinguish cause from effect.
	8.9	Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why.
	8.10	Restate main ideas.
Making Connections	9.1	Identify similarities in plot, setting, and character among the works of an author or illustrator.
	9.2	Identify different interpretations of plot, setting, and character in the same work by different illustrators.

Genre	10.1	Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature.
Theme	11.1	Relate themes in works of fiction and nonfiction to personal experience.
Fiction	12.1	Identify the elements of plot, character, and setting in a favorite story.
Nonfiction	13.1	Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).
	13.2	Identify and use knowledge of common graphic features (illustrations, type size).
	13.3	Make predictions about the content of a text using prior knowledge and text and graphic features
	13.4	Explain whether predictions about the content of a text were confirmed or disconfirmed and why
	13.5	Restate main ideas and important facts from a text heard or read.
Poetry	14.1	Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.
Style and Language	15.1	Identify the senses implied in words appealing to the senses in literature and spoken language
Myth, Traditional Narrative, and Classical Literature	16.1	Identify familiar forms of traditional literature read aloud.
	16.2	Retell or dramatize traditional literature.
	16.3	Identify and predict recurring phrases in traditional literature
Dramatic Reading and Performance	18.1	Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.
Writing	19.5	Write or dictate stories that have a beginning, a middle, and end.
	19.6	Write or dictate short poems.
	19.7	Write or dictate letters, directions, or short accounts of personal experiences that follow a

Consideration of Audience and Purpose	19.8	logical order.
	20.1	Write or dictate research questions. Use a variety of forms or genres when writing for different purposes.
Revising	21.1	After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
Standard Conventions	English 22.2a	Printing upper-and lower-case letters legibly and using them to make words
	22.b	Separating words with spaces;
	22.c	Understanding and applying rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates;
	22.d	Using correct spelling of sight and/or spelling words; and
	22.e	Using appropriate end marks such as periods and question marks
Organizing Ideas in Writing	23.1	Arrange events in order when writing or dictating.
	23.2	Arrange ideas in a way that makes sense.
Research	24.1	Generate questions and gather information from several sources in a classroom, school or public library.
Evaluating Writing and Presentations	25.1	Support judgments about classroom activities or presentations.

Second Marking Period (December – March)

<u>General Standard/Content</u>	<u>Framework</u>	<u>Learning Objective</u>
Discussion	1.1	Follow agreed-upon rules for discussion.
Questioning, Listening, and Contributing	2.1	Contribute knowledge to class discussion in order to develop a topic for a class project
Oral Presentation	3.1	Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
	3.2	Maintain focus on the topic.

Vocabulary and Concept Development	4.3	Identify and sort common words into conceptual categories.
	4.4	Identify base words and their inflectional forms.
	4.5	Identify the relevant meaning for a word with multiple meanings using its context.
	4.8	Determine meanings of words by using a beginning dictionary.
Structure and Origins of Modern English	5.2	Recognize that the names of things can also be the names of actions.
	5.3	Identify correct capitalization for names and places
	5.4	Identify appropriate end marks
Formal and Informal English	6.1	Identify formal and informal language in stories, poems, and plays.
Beginning Reading	7.4a	Know the order of the letters in the alphabet;
	7.4b	Understand that spoken words are represented in written English by sequences of letters;
	7.4c	Match oral words to printed words;
	7.4d	Recognize that there are correct spellings for words;
	7.4e	Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
	7.4f	Recognize the distinguishing features of a sentence and a paragraph;
	7.4g	Identify the author and title of a book, and use a table of contents.
	7.5a	Generate the sounds from all the letters and letter patterns, including consonant blends, long-and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
	7.5b	Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words
	7.6	Recognize common irregularly spelled words by sight.

	7.7a	Decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
	7.7b	Read accurately many irregularly spelled words, special vowel spellings, and common word endings;
	7.7c	Apply knowledge of letter patterns to identify syllables;
	7.7d	Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
	7.7e	Know and use more difficult word families and know words to decode unknown words;
	7.7g	Read aloud with fluency and comprehension at grade level.
Understanding a Text	8.6	Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.
	8.7	Retell a story's beginning, middle, and end.
	8.8	Distinguish cause from effect.
	8.9	Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why.
	8.10	Restate main ideas.
Making Connections	9.1	Identify similarities in plot, setting, and character among the works of an author or illustrator.
	9.2	Identify different interpretations of plot, setting, and character in the same work by different illustrators.
Genre	10.1	Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature.
Theme	11.1	Relate themes in works of fiction and nonfiction to personal experience.
Fiction	12.1	Identify the elements of plot, character, and setting in a favorite story.

Nonfiction	13.1	Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).
	13.3	Make predictions about the content of a text using prior knowledge and text and graphic features
	13.4	Explain whether predictions about the content of a text were confirmed or disconfirmed and why
	13.5	Restate main ideas and important facts from a text heard or read.
Poetry	14.1	Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.
Style and Language	15.1	Identify the senses implied in words appealing to the senses in literature and spoken language
Myth, Traditional Narrative, and Classical Literature	16.1	Identify familiar forms of traditional literature read aloud.
	16.2	Retell or dramatize traditional literature.
	16.3	Identify and predict recurring phrases in traditional literature
Dramatic Literature	17.1	Identify the elements of dialogue and use them in informal plays
Dramatic Reading and Performance	18.1	Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.
Writing	19.5	Write or dictate stories that have a beginning, a middle, and end.
	19.6	Write or dictate short poems.
	19.7	Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.
	19.8	Write or dictate research questions.
Consideration of Audience and Purpose	20.1	Use a variety of forms or genres when writing for different purposes.
Revising	21.1	After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

Standard Conventions	English	22.2a	Printing upper-and lower-case letters legibly and using them to make words
		22.b	Separating words with spaces;
		22.c	Understanding and applying rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates;
		22.d	Using correct spelling of sight and/or spelling words; and
		22.e	Using appropriate end marks such as periods and question marks
Organizing Ideas in Writing		23.1	Arrange events in order when writing or dictating.
		23.2	Arrange ideas in a way that makes sense.
Research		24.1	Generate questions and gather information from several sources in a classroom, school or public library.
Evaluating Writing and Presentations		25.1	Support judgments about classroom activities or presentations.

Third Marking Period (March – June)

<u>General Standard/Content</u>	<u>Framework</u>	<u>Learning Objective</u>
Discussion	1.1	Follow agreed-upon rules for discussion.
Questioning, Listening, and Contributing	2.1	Contribute knowledge to class discussion in order to develop a topic for a class project
Oral Presentation	3.1	Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
	3.2	Maintain focus on the topic.
Vocabulary and Concept Development	4.3	Identify and sort common words into conceptual categories.
	4.4	Identify base words and their inflectional forms.
	4.5	Identify the relevant meaning for a word with multiple meanings using its context.
	4.6	Identify common antonyms and synonyms.
	4.8	Determine meanings of words by using a beginning dictionary.

Structure and Origins of Modern English	5.2	Recognize that the names of things can also be the names of actions.
	5.3	Identify correct capitalization for names and places.
	5.4	Identify appropriate end marks
Formal and Informal English	6.1	Identify formal and informal language in stories, poems, and plays.
Beginning Reading	7.4a	Know the order of the letters in the alphabet;
	7.4b	Understand that spoken words are represented in written English by sequences of letters;
	7.4c	Match oral words to printed words;
	7.4d	Recognize that there are correct spellings for words;
	7.4e	Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
	7.4f	Recognize the distinguishing features of a sentence and a paragraph;
	7.4g	Identify the author and title of a book, and use a table of contents.
	7.5a	Generate the sounds from all the letters and letter patterns, including consonant blends, long-and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
	7.5b	Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words
	7.6	Recognize common irregularly spelled words by sight.
	7.7a	Decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
7.7b	Read accurately many irregularly spelled words, special vowel spellings, and common word endings;	
7.7c	Apply knowledge of letter patterns to identify syllables;	

Understanding a Text	7.7d	Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
	7.7e	Know and use more difficult word families and know words to decode unknown words;
	7.7f	Read words with several syllables;
	7.7g	Read aloud with fluency and comprehension at grade level.
	8.6	Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.
	8.7	Retell a story's beginning, middle, and end.
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Nonfiction	13.2	Identify and use knowledge of common graphic features (illustrations, type size).

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