

Grade 1
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING: Word Recognition, Fluency, and Vocabulary Development

Standard 1: Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds) syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Objective	Example	Instructional/Assessment Strategy	Resource
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Concepts about Print

1.1.1 Match oral words to printed words.		<ul style="list-style-type: none"> Big books modeled Concepts About Print (C.A.P.) Interactive writing 	<ul style="list-style-type: none"> <u>Individual Reading Inventory & Running Record</u> (S.F.)* Assessment Handbook, pp.88 & 89 (S.F.) C.A.P. Assessment Form** Reading Recovery Teachers <u>Interactive Writing</u>, McCarrier, Pinnell & Fountas Classroom Routines (S.F.)***
1.1.2 Identify letters, words, and sentences.			
1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.			

Phonemic Awareness (hearing sounds)

1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	Tell the sound that comes at the beginning of the word <i>sun</i> . Tell the sound that comes at the end of the word <i>cloud</i> . Tell the sound that comes in the middle of the word <i>boat</i> .		<ul style="list-style-type: none"> <u>Phonics Handbook Research & Best Practice</u> (S.F.) <u>Phonics From A-Z</u>, W. Blevins <u>Month-by-Month Phonics for First Grade</u>, P. Cunningham & D. Hall
1.1.5 Recognize different vowel sounds in orally stated single-syllable words.	Say the sound that is in the middle of the word <i>bit</i> . Say the sound that is in the middle of the word <i>bite</i> . Tell whether this is the same sound or a different sound.		

* Scott Foresman

** See APPENDIX K

*** Instructional Routines cards in the S.F. Routines portfolio are good resources for all the standards. They are referred to in the S.F. lesson plans.

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Phonemic Awareness (hearing sounds)

1.1.6 Recognize that vowels' sounds can be represented by different letters.	— a = ay, ai, a - e, ei	Use student names, songs, and poems; put them on an overhead.	<ul style="list-style-type: none"> • <i>Babybug & Ladybug</i> magazines (can get from Elkhart Public Library) • <u>Making Words</u> (Cunningham & Hall) • <u>Word Matters</u> (Pinnell & Fountas) • <u>Month-by-Month Phonics for First Grade</u>, P. Cunningham & D. Hall
1.1.7 Create and state a series of rhyming words.		Use poems. Select words from interactive writing story.	
1.1.8 Add, delete, or change sounds to change words.	Tell what letter you would have to change to make the word <u>cow</u> into the word <u>how</u> . Tell what letter you would have to change to make the word <u>pan</u> into <u>an</u> .	Making words activity Read aloud story like <u>The Hungry Thing</u> by J. Slepian & A. Seidler	
1.1.9 Blend two to four phonemes (sounds) into recognizable words.	Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.	Making words activity	

Decoding and Word Recognition (Includes phonics)

1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.		Making words activity	
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Decoding and Word Recognition</i>			
1.1.11 Read common sight words (words that are often seen and heard).		Word Wall Running Records	<ul style="list-style-type: none"> • <u>Month-by-Month Phonics for First Grade</u>, P. Cunningham & D. Hall • <u>Guided Reading</u>, Fountas & Pinnell • DRA for Assessment
1.1.12 Use phonic and context clues as self-correction strategies when reading.		Teacher models Running Records	
1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as <i>a</i> in car).	Correctly read aloud the vowel sounds made in words such as <i>ear, eat, near, their, or wear.</i>	Children's names Word Wall activities	
1.1.14 Read common word patterns (-ite, -ate).	Read words such as <i>gate, late, and kite.</i>	Word families – chunks	
1.1.15 Read aloud smoothly and easily in familiar text.		Teacher models Running Records	
			Rubric for Fluency Evaluation *

* See APPENDIX H

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Vocabulary and Concept Development</i>			
1.1.16 Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).		<ul style="list-style-type: none"> • Poems and songs • Guided Reading • Interactive writing • Morning Message • Running Record 	DRA Running Record Form*
1.1.17 Read and understand root words (look) and their inflectional forms (looks, looked, looking).	Recognize that the s added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean something that happened in the past	<ul style="list-style-type: none"> • Interactive & shared writing • Journals • Guided Reading mini-lesson • Running Record 	
1.1.18 Classify categories of words.	Tell which of the following are toys and which are foods: <i>pizza, apples, doll, game, blocks, beans, hot dogs, ball.</i>		

*See APPENDIX I

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READING: Reading Comprehension

Standard 2: Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children’s magazines, dictionaries, and online information).

Objective	Example	Instructional/Assessment Strategy	Resource
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Structural Features of Informational and Technical Materials

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.		Big books/individual books	
1.2.2 Identify text that uses sequence or other logical order.	Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as <u>Red Leaf, Yellow Leaf</u> by Lois Ehlert.	Read “paired” fiction and non-fiction books about an animal.	

Comprehension and Analysis of Grade-Level-Appropriate Text

1.2.3 Respond to who, what, when, where, and how questions and discuss the main idea of what is read.	Read a story and tell about the story, including the main idea, important events (what, when, how), setting (where), and characters (who).	This needs to be done all year. Model through read alouds. Model through writing.	Assessment Handbook (S.F.), p. 105
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Comprehension and Analysis of Grade-Level-Appropriate Text

1.2.4 Follow one-step written instructions.			
1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings. (Primer level and above)	The cat ran up the tree to get the <u>bird</u> .	Model through read-alouds. Guess the hidden words.	<u>Month-by-Month Phonics for First Grade</u> , P. Cunningham & D. Hall
1.2.6 Confirm predictions about what will happen next in a text by identifying key words.	Read part of a story, such as <u>The Musicians of Bremen: A Tale from Germany</u> by Jane Yolen, and tell what might happen next and how the story might end. Read part of an informational text, such as <u>Red Leaf, Yellow Leaf</u> by Lois Ehlert, and guess what might happen next. Then, check to see if these predictions are correct by looking ahead in the text.	Model during read-alouds. Guided reading	
1.2.7 Relate prior knowledge to what is read.	Read a text or story, such as <u>My Sister Is My Friend</u> by Hannah Markley, and tell about a time an older person helped you do something, the way the character in Markley’s story is helped by her older sister.		

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READING: Literary Response and Analysis

Standard 3: Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. .

Objective	Example	Instructional/Assessment Strategy	Resource
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Narrative Analysis of Grade-Level-Appropriate Text

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	Read a story, such as <u>Arthur's Prize Reader</u> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.	Big books and read-alouds Use interactive writing to map story.	
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1.3.2 Describe the roles of authors and illustrators.	Read a book, such as <u>The Very Hungry Caterpillar</u> by Eric Carle or <u>Where the Wild Things Are</u> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.	Author of the Month and/or Illustrator of the Month	
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WRITING: Writing Process

Standard 4: Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Focus</i>			
1.4.1 Discuss ideas and select a focus for group stories or other writing.		Model planning for shared and interactive writing.	<u>Interactive Writing</u> by McCarrier, Pinnell, & Fountas
1.4.2 Use various organizational strategies to plan writing.	Graphic organizers		
<i>Evaluation and Revision</i>			
1.4.3 Revise writing for others to read.		<ul style="list-style-type: none"> • Add details by modeling. • Use samples of children’s writing to correct as a group • Writing conference 	

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WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Standard 5: At Grade One, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade One outlined in Standard 4 – Writing Process, students:

Objective	Example	Instructional/Assessment Strategy	Resource
Writing Applications			
1.5.1 Write brief narratives (stories) describing an experience.	Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.	<ul style="list-style-type: none"> • Use read aloud stories to model • Shared & interactive writing • Journal writing 	
1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.	Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.		
1.5.3 Write simple rhymes.		<ul style="list-style-type: none"> • Read poems. 	
1.5.4 Use descriptive words when writing.	Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i> . Use vivid verbs.	<ul style="list-style-type: none"> • Use read alouds & poems for examples • Write poems • Expand or change sentences 	Books by David McPhail. Poetry Collections
1.5.5 Write for different purposes and to a specific audience or person.	Write a thank-you note to the store manager after a field trip to the local supermarket.	<ul style="list-style-type: none"> • Authentic notes to parents 	

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WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
Handwriting			
1.6.1 Print legibly and space letters, words, and sentences appropriately.		<ul style="list-style-type: none"> • Model during interactive writing and shared writing • Journal/independent writing 	
Sentence Structure			
1.6.2 Write in complete sentences.			
Grammar			
1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).			
1.6.4 Identify and correctly write contractions (isn't, aren't, can't).		<ul style="list-style-type: none"> • Locate in poems • Guided reading mini-lesson • Interactive writing or shared writing mini-lesson 	
1.6.5 Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).			

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<i>Punctuation</i>			
1.6.6 Correctly use periods (<i>I am five.</i>), exclamation points (Help!), and question marks (<i>How old are you?</i>) at the end of sentences.		<ul style="list-style-type: none"> • D.O.L. – examples from children’s writing <u>not</u> commercial books. • Interactive writing and shared writing • Journal/independent writing • Mini-lesson using Big books/Guided Reading 	
<i>Capitalization</i>			
1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.		<ul style="list-style-type: none"> • Shared and interactive writing/individual writing 	
<i>Spelling</i>			
1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).		<ul style="list-style-type: none"> • Word Wall activities • Making words activities 	

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LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Standard 7: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Objective	Example	Instructional/Assessment Strategy	Resource
Comprehension			
1.7.1 Listen attentively.	Community circle	• Teacher observation	Assessment Handbook, (S.F.) p. 91
1.7.2 Ask questions for clarification and understanding.	Community circle		
1.7.3 Give, restate, and follow simple two-step directions.			
Organization and Delivery of Oral Communication			
1.7.4 Stay on the topic when speaking.	Community circle	• Teacher observation	
1.7.5 Use descriptive words when speaking about people, places, things, and events.	Community circle		
Speaking Applications			
1.7.6 Recite poems, rhymes, songs, and stories.			

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Speaking Applications

1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.	Flannel stories, puppets, plays	<ul style="list-style-type: none"> • Teacher observation • Shared or interactive writing • Journal writing • Locate in poems, read-alouds 	<p><u>Writing Assessment Handbook</u>, (S.F.) p. 91</p>
1.7.8 Relate an important life event or personal experience in a simple sequence.	Special person program activity		
1.7.9 Provide descriptions with careful attention to sensory detail.			
1.7.10 Use visual aids such as pictures and objects to present oral information.	Special person program activity		