

English Language Arts Curriculum Guide: Reading and Viewing (1)

<p><u>Content Standards</u> Students will understand: A. PROCESS OF READING: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>	<p>B. LITERATURE AND CULTURE: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>	<p>D. INFORMATION TEXTS: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>
<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Seek out and enjoy experiences with books and other print materials. ♦ Demonstrate an understanding that reading is a way to gain information about the world. ♦ Make and confirm predictions about what will be found in a text. ♦ Recognize and use rereading as an aid to developing fluency and to understanding appropriate material. ♦ Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships. ♦ Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension. ♦ Ask questions and give other responses after listening to presentations by the teacher or classmates. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Understand the basic plot of simple stories. • Draw logical conclusions about what will happen next or how things might have turned out differently in a story. • Identify differences and similarities in story elements (e.g., plot, setting, characters, conflict resolution) in works from various cultures. • Distinguish between fiction and nonfiction. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Understand the main idea of simple expository information.

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: select books and materials during a free-choice or reading period. ♦ Understand that we read for a purpose. Through shared reading, listen and discuss information learned about the world. ♦ Make a prediction of a text prior to reading, discuss what may happen in advance of reading, and check to see if it does occur after reading. ♦ Understand that rereading familiar material is useful for developing reading fluency. ♦ Understand that a variety of strategies are necessary for reading (i.e. rereading, context clues, word structures, letter-sound relationships) ♦ Understand and use (s) (ing) endings. ♦ Learn and use letter-sound relationships in order to decode an unknown word. ♦ Begin to develop the ability to self-monitor their own reading by integrating a collection of reading strategies. ♦ Make comments and develop questions following a presentation by the teacher or classmates ♦ Re-enact or re-tell to others, a story, recounting main points and include a beginning, middle, end. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: understand and demonstrate that a story has a beginning, middle and end. ♦ Predict what will happen next in a story. ♦ Learn the differences and similarities in story elements with materials from various cultures. ♦ Learn the difference between real and make believe. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will understand the main idea of simple expository information.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ DRA ♦ Concepts about print (an observation Survey of Early Literacy Word Test (an Observation Survey of Early Literacy) ♦ DRA Running records mid-year ♦ Phonics Skills Checklist ♦ Letter Identification Dictation (an Observation Survey of Early Literacy) ♦ Classroom observation 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Classroom assessment 	
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Wide variety of literature (big books, picture books, books on tape, etc.) ♦ Leveled books ♦ Non-fiction books ♦ Familiar texts ♦ Instructional level texts ♦ Write Source ♦ Alphabet chart ♦ Books, poems ♦ Word walls ♦ Sand ♦ Guided reading resources (Fountas & Pinnell, Marie Clay, Debbie Miller, Sharon Taberski) 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Big Books ♦ Write Source ♦ Leveled books ♦ Venn Diagram ♦ Multi-culture materials-folk tales ♦ Quality nonfiction literature related to a theme ♦ 	

<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Guided reading using leveled books <ul style="list-style-type: none"> • Mode 1 through shared reading 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Shared reading ♦ Guided reading ♦ Modeling ♦ Model/Introduce the features of a nonfiction text • 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> •
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Grade 1 English Language Arts Curriculum Guide: Writing and Speaking (1)

<p><u>Content Standards</u> Students will understand: E. PROCESSES OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</p>	<p>F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</p>	<p>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to</p>
<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Tell about experiences and discoveries, both orally and in writing. ♦ Respond to stories orally and in writing. ♦ Respond to remarks or statements orally and in writing. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Edit their own written work for standard English spelling and usage, as evidenced by pieces that show and contain: 1) complete sentences 2) initial understanding of the use of pronouns and adjectives 3) evidence of correct spelling of frequently used words 4) few significant errors in the capitalization of proper nouns and of the words that begin sentences 5) few significant errors in the use of end stop punctuation (e.g., periods, question marks). ♦ Use oral language appropriate to the level of formality required. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: organize personal experiences and discoveries for oral presentations ♦ Write about events of personal experiences using simple text and illustrations through the writing process ♦ Understand and demonstrate through oral discussion, the story elements (characters, setting, sequence). ♦ Demonstrate through simple text and pictures, the story elements (characters, setting, sequence). ♦ Respond orally with relevant comments to class discussion. ♦ Develop simple text and illustrations relevant to topic. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: use complete sentences while speaking. ♦ Write a complete sentence to include a naming part, telling part with appropriate punctuation ♦ Use “I” in a simple sentence and begin to use other pronouns ♦ Begin to practice appropriate pronoun use while speaking ♦ Develop a collection of frequently used words ♦ Use alphabetical order for beginning dictionary skills (i.e. classroom word wall) ♦ Begin to use capitalization of proper nouns and words that begin a sentence ♦ Use end stop punctuation (e.g., periods, question marks) when writing ♦ Use appropriate language while speaking in a group 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: write personal stories that will make sense and show evidence of a beginning, middle, and end.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Oral presentation Rubric ♦ Writing Prompt 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Writing Prompt ♦ Sitton spelling ♦ Writing samples 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Portfolio ♦ Narrative ♦ Writing Sample
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Writing process (models of) ♦ Story maps ♦ Story webs ♦ Simple charts to illustrate how to relate text and illustrations to topic ♦ Journal writing 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Write Source ♦ Literature ♦ Sitton spelling ♦ Personal journals ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Write Source ♦ Literature
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Shared writing ♦ Model organization (sequence) of personal stories ♦ Teacher models of reading response ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Modeling of standard English language ♦ Shared writing ♦ Model language structure and language use within meaningful contexts 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Shared reading ♦ Shared writing ♦

Grade 1 English Language Arts Curriculum Guide: Integrated Literacy (1)

<p>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate. Students will be able to:</p>	<p>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas. students will be able to:</p>
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<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Distinguish between and make observations about formal and informal uses of English. ♦ Recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters. <ul style="list-style-type: none"> • Make valid observations about the use of words and visual symbols. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Develop a search strategy which uses appropriate and available resources ♦ Formulate questions to ask when gathering information. ♦ Record and share information gathered.
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: demonstrate appropriate language at school. ♦ Understand and demonstrate the ability to rhyme. ♦ Understand and demonstrate the ability to distinguish between initial and final phonemes. ♦ Understand and demonstrate the ability to blend sounds. ♦ Demonstrate and use symbols with words in order to communicate. ♦ Write captions for their own work for display in class books. ♦ Write and draw simple instructions and labels for everyday classroom use. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ ♦
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Oral Expression Rubric ♦ Phonics Skills Checklist 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ ♦ ♦ ♦
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Literature ♦ Word wall ♦ Letter tiles to practice building words ♦ Magnetic letters ♦ Chart stories ♦ Samples of captions ♦ Charts ♦ ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ ♦ ♦
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Teacher modeling ♦ Building words to show patterns ♦ Peer conversations ♦ ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ ♦