

Course Name:	Language Arts Grade 1	Textbooks: Researching Science of Reading and research proven resources to Pilot. Really Great Reading- Explicit Phonics and Foundational Instruction Reading Mini-Lessons- Fountas and Pinnell Interactive Read Aloud Resources Literacy Footprints Targeted leveled readers	
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 1 General Education Year Long Curriculum (Includes: Reading, Writing, and Word Study)		
Academic Standards:	F.1.4.b,L.1.2,W.1.7, W.1.8		
Units:	Unit Length:4 Units each consisting of one quarter (1 year)	Unit Standards:	Unit Outcomes:
1-Building Foundations through Reader's and Writer's Workshop		RF.1.4.b,L.1.2,W.1.7	Students will be able to... Reading: Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags. Learn how to handle materials and follow routines in the reading center. Learn to use appropriate voice level for the activity. Understand the setting for a story and infer why it is important. Follow multiple characters in the same story. Use academic language to retell and identify the elements of the plot: beginning, middle, and end. Summative: Rubric for Retelling for Beginning, Middle, End, Classroom observation, guided small group goals, discussion Writing: Understands that a writer or illustrator can add a label to help readers. Use a capital letter for the first word of a sentence. Use uppercase letters in a title. Write letters and words that can be easily read. Vary word choice to create interesting description and dialogue. Summative: Students write complete sentences . Word Study: Say words to break them into syllables. Recognize and talk about the fact that letters can be consonants or vowels. Hear and say 4 or more phonemes in a sequence. Blend 3 or 4 phonemes in a word. Delete the beginning phoneme of a word. Add a phoneme to the end of a word. change the middle phoneme in a word. Hear and identify short/long vowel sound in words and the letters that represent them. Recognize and use short vowel sounds in the middle of words (CVC). Understand that a word is always spelled the same way.

<p>2</p>		<p>RF.1.4.b,W.1.8</p>	<p>Students will be able to...</p> <p>Reading: Learn what fluency is and why fluency is important. Learn to formally make connections to the text such as text-to-self, text-to-text, text-to-world. Learn the differences between fiction and nonfiction. Learn nonfiction text features</p> <p>Summative: Read nonfiction texts. Guided small group, benchmarking.</p> <p>Writing: Understand how to craft a personal memory or narrative from mentor texts. Choose a topic that is interesting to the writer. Add descriptive words (adjectives) and phrases to help readers visualize and understand events, actions, processes, or topics. Understand that a writer may work to get readers interested in a topic.</p> <p>Summative: Write a narrative text.</p> <p>Word Study: Recognize and use short vowel sounds at the beginning of words. Contrast short and long vowel sounds in words. Recognize and use two consonant letters that represent one sound at the beginning of a word. Recognize and use ending consonant sounds and the letters that represent them. Recognize and use medial consonant sounds and the letters that represent them. Recognize and say consonant clusters that blend two or three consonant sounds. Recognize and use two consonant letters that represent one sound at the beginning of a word. Divide words into syllables. Delete a syllable from a word. Recognize and use phonogram patterns with a short vowel sound in single-syllable words. Use phonogram patterns and letter patterns to help spell a word. Identify rhyming words and use them to solve unknown words. Recognize and use two consonant letters that represent one sound in the middle of a word. Recognize and use consonant letters that represent two or more different sounds at the beginning of a word. Recognize and use consonant letters that represent two or more different sounds at the end of a word. Recognize and use consonant clusters (blends) at the end of a word.</p>
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3		<p>Students will be able to...</p> <p>Reading: Learn reasons for reading. Learn how details support the main idea. Learn how to read with a partner and discuss a story. Understand characters and how they change throughout a story. Learn about different themes. Learn about emotions and how books make us feel. Understand different types of text. Summative: Main Idea and details. Comparing characters.</p> <p>Writing: Write with a friendly tone. Show evidence of using language from storybooks and informational books that have been read aloud. Learn ways of using language and constructing texts from other writers and apply understanding to one's own writing. Show enthusiasm and energy for the topic. Read writing aloud to help think critically about voice. Use underlining and bold print to convey meaning. Tell about a topic in an interesting way. Select from a variety of forms the kind of text that will fit the purpose. Delete extra words or sentences. Edit for conventional spelling of known words. Use beginning reference tools. Summative: Write an opinion text.</p> <p>Word Study: Recognize and use long vowel sounds in words with silent e. Recognize and use y as a vowel sound. Understand and talk about the fact that the ending -ed when forming the past tense of a verb can represent several different sounds. Use onsets and rimes in known words. Recognize and use onsets and rimes to read words. Change the ending sound or sounds to make and solve a new word. Take apart a compound word to read two smaller words. Use connections between or among words that mean the same or almost the same and words that are opposite to solve an unknown word.</p>
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RF.1.4.b W.1.8

Students will be able to...

Reading:

Use some academic language to talk about nonfiction genres, forms, literary features, book and print features.

Use details from illustrations to support points made in discussion.

Use evidence from the text to support predictions.

Use details from illustrations and text to support points made in discussion.

Summative:

Book Clubs

Writing:

Write sequential directions in procedural or how-to books.

Show steps in enough details that a reader can follow a sequence.

Understand how information helps the reader learn about a topic.

Gather and internalize information and then write in one's own words.

Begin to incorporate illustrations and organizational tools in nonfiction texts.

Use the size of print to convey meaning in printed text.

Use indentation or spacing to set off paragraphs.

Stay focused on a topic.

Give a story or informational piece a title.

Observe carefully to detect and describe change.

use drawings to show how something looks, how something works, or the process of change and talk about drawings from observation and label drawings.

Take notes or make sketches to help in remembering information.

Mark parts that are not clear and provide more information.

Reorder pages by laying them out and reassembling them.

Use a number to identify place to add information and an additional paper with numbers to write the information for insertion.

Summative:

Write an Informative Text

Word Study:

Recognize and talk about the fact that words can be related in many ways (sound, spelling, category).

Recognize and use synonyms and antonyms.

Recognize and use common compound words.

Understand and talk about the concept of a contraction.

Recognize and use contractions with not, am, are, is, has, will.

Understand and talk about the fact that a noun can refer to more than one person, place, or thing. Recognize and use plurals that add -s and -es.

Recognize and use high-frequency words with three or more letters.

Read and write approximately one hundred high-frequency words.

Develop and use strategies for acquiring a large core of high-frequency words.

Recognize and use the ending -s when making a verb agree with its subject.