

LaGrange School District 105
1st Grade
English Language Art Curriculum

Statement of English Language Arts Philosophy

Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child's appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child's developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.

Instructional Practices in English Language Arts Education

Grades K - 8

English Language Arts Classroom Practices:

- Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.

ELA Classroom Structures

- Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.
- Develop a common language for literacy instruction across all grade levels.
- Apply literacy skills in increasingly authentic, complex, and varied purposes.
- Embrace innovative technologies that enhance the learning experience.
- Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.
- Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.
- Encourage high-level thinking through questioning (i.e., Webb's "Depth of Knowledge").

Reading

- Provide access to authentic, quality texts at differentiated levels.
- Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.
- Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.
- Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.

Writing

- Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.
- Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.
- Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.
- Encourage use of evidence from literary and informational texts to support students' interpretations and opinions.
- Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.

Specific Student Groups K-8
Practices for continual student improvement in the English Language Arts classroom:

- Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.
- Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.
- Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

Common Core Standards Taught Throughout the Year

Reading Foundations Standards

Print Concepts

RF1.1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF1.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Language Standards

Conventions of Standard English

L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- d. Use personal, possessive, indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)

- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- h. Use determiners (e.g., articles, demonstratives)
- i. Use frequently occurring prepositions (e.g., during, beyond, toward.)
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

L.1.4 Determine or clarify the meaning of unknown words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.

L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblem because she nibbles too much because she likes that).

Speaking and Listening Standards

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

ELA Unit 1: Fiction Retelling

Timing: September - October

Essential Questions:

- How do readers approach different text types? (RL.5)
- How can asking and answering questions help me understand the text? (RL.1)
- Identify the front cover, back cover, and title page of a book. (RI.5)
- How can asking and answering questions help me understand the text? (RI.5)
- How can I include details to express an event in order? (W.3)

Essential Vocabulary/Concepts:

- Main idea
- Key details/major events
- Evidence
- Illustrations
- Retell
- Characters/Settings

Unit 1 ELA Common Core Standards FOCUS

READING

Key Ideas and Details

RL1.1 With prompting and support, ask and answer questions about key details in a text.

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas

RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading Level and Text Complexity

RL1.10 With prompting and support, *read prose and poetry* of appropriate complexity for grade 1.

RI1.10 With prompting and support, read *informational texts* appropriately complex for grade 1.

WRITING

Production and Distribution of Writing:

W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

W1.9 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA Unit 2: Central Message

Timing: November - December

Essential Questions:

- How do readers approach different text types? (RL.5)
- How do readers identify and describe story elements? (RL.3)
- How can I include details to express an event in order? (W.3)
- What can illustrations tell me about the story? (RL.7)
- What can illustrations tell me about story elements? (RL.7)
- How can illustrations help me understand information? (RI.7)

Essential Vocabulary/Concepts:

- Retell: characters/setting/problem/solution
- Illustrations
- Central message
- compare/contrast

Unit 2 ELA Common Core Standards FOCUS

READING

Key Ideas and Details

RL1.1 With prompting and support, ask and answer questions about key details in a text.

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas

RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading Level and Text Complexity

RL1.10 With prompting and support, *read prose and poetry* of appropriate complexity for grade 1.

RI1.10 With prompting and support, read *informational texts* appropriately complex for grade 1.

WRITING

Production and Distribution of Writing:

W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Text Types and Purposes:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Research to Build and Present Knowledge:

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA Unit 3: Non-Fiction with Research

Timing: January - March

Essential Questions:

- How can asking and answering questions help me understand the text?
- Why is identifying the main topic from the text important?
- How do readers retell informational text?
- Identify the front cover, back cover, and title page of a book.
- How can illustrations help me understand information?
- How can I use facts to write an informational piece?
- How can I contribute to a shared research project?

Essential Vocabulary/Concepts:

- Glossary
- Table of contents
- Heading
- Labels
- Captions
- Main idea/key details
- nonfiction/informational

**Unit 3 ELA
Common Core Standards FOCUS**

READING

Key Ideas and Details

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

Craft and Structure

RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Integration of Knowledge and Ideas

RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Range of Reading Level and Text Complexity

RL1.10 With prompting and support, *read prose and poetry* of appropriate complexity for grade 1.

RI 1.10 With prompting and support, read *informational texts* appropriately complex for grade 1.

WRITING

Text Types and Purposes:

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing:

W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

W1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA Unit 4: Narrator and Character Traits

Timing: April-May

Essential Questions:

- How do readers identify and describe story elements? (RL.3)
- How does word choice impact the overall meaning of the text? (RL.4)
- How does the author's choice of words show feelings or the senses? (RL.4)
- Why is it important for readers to identify words they do not know? (same as K.RL.4) (RI.4)
- What strategies do readers use to determine unknown words?(RI.4)
- Why is it important to know who is telling the story? (RL.6)
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Essential Vocabulary/Concepts:

- haracters/setting/problem/solution
- Major events/key details
- Character traits
- Narrator
- Quotation marks

Unit 4 ELA
Common Core Standards FOCUS

READING

Key Ideas and Details

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI 1.8 Identify the reasons an author gives to support points in a text.

RL1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading Level and Text Complexity

RL1.10 With prompting and support, *read prose and poetry* of appropriate complexity for grade 1.

RI 1.10 With prompting and support, read *informational texts* appropriately complex for grade 1.

WRITING

Text Types and Purposes:

W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing:

W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA Unit 4: Narrator and Character Traits

Timing: April-May

Essential Questions:

- How do readers identify and describe story elements? (RL.3)
- How does word choice impact the overall meaning of the text? (RL.4)
- How does the author's choice of words show feelings or the senses? (RL.4)
- Why is it important for readers to identify words they do not know? (same as K.RL.4) (RI.4)
- What strategies do readers use to determine unknown words?(RI.4)
- Why is it important to know who is telling the story? (RL.6)

Essential Vocabulary/Concepts:

- Characters/setting/problem/solution
- Major events/key details
- Character traits
- Narrator
- Quotation marks

**Unit 4 ELA
Common Core Standards FOCUS****READING*****Key Ideas and Details***

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure

RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RI 1.8 Identify the reasons an author gives to support points in a text.

RL1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading Level and Text Complexity

RL1.10 With prompting and support, *read prose and poetry* of appropriate complexity for grade 1.

RI 1.10 With prompting and support, read *informational texts* appropriately complex for grade 1.

WRITING***Text Types and Purposes:***

W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing:

W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.