

First Grade Language Arts

DRAFT 2010-2011

	August	September	October	November	December
Essential Questions	What is reading? What are the pieces of a word?	How does reading help us learn about our community? How can I hear the pieces of a word? How can I use my understanding of the parts of words to understand the whole word?	Why is writing important? What is most important in this story? How can I tell? How can this story help me understand other things?	How will reading help me become a better writer? What was the story about? How should I write my story?	How does reading affect my family's culture? What's in a book? What can a book do? Which letters make up words? What are the rules of speaking and writing?
Themes	<i>Back in the Grove</i>	<i>School Bells</i> <i>Grandparents Day</i> <i>Johnny Appleseed, Seasons</i>	<i>Farmer's Friends</i> <i>Charlotte's Web</i>	<i>Cultures</i> <i>Thanksgiving Feast</i>	<i>It's a Small World</i> <i>Germany</i>
Content	Parts of a Book Alphabet Concepts Spelling	Beginning, Medial, and final sounds Phonemes, nouns, punctuation marks	Writing Process Inflectional Endings	Blending and segmenting sounds Spelling patterns	Letter sounds and patterns
Skills	<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p><i>a. The student will apply knowledge of concepts about print. (DOK 1)</i></p> <p>1a2) Distinguish between uppercase and lowercase letters.</p> <p>1a3) Identify and use title page, title, author, illustrator, and table of contents of a book.</p> <p><i>1b6) Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).</i></p> <p><i>4b. The student will use Standard English mechanics. (DOK 1)</i></p> <p>4b7) Spell words commonly found in first grade level text.</p> <p><i>4b. The student will use Standard English mechanics. (DOK 1)</i></p> <p>4b8) Develop handwriting skills.</p> <p>– <i>Position paper in order to write in a left to right progression moving from top to bottom on the page.</i></p> <p>– <i>Write first and last name legibly.</i></p> <p>– <i>Write lowercase and uppercase letters legibly.</i></p> <p>– <i>Write words and sentences legibly using proper spacing.</i></p>	<p>1a1) Point to words in text when reading aloud, matching spoken words to print.</p> <p><i>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)</i> (Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)</p> <p>1b4) Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).</p> <p>1b8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to "at" = bat or take /k/ from "cat"=at). 1c3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).</p> <p>4. The student will apply Standard English to communicate.</p> <p><i>4a. The student will use Standard English grammar. (DOK 1)</i></p> <p><i>4b. The student will use Standard English mechanics. (DOK 1)</i></p> <p>4b1) Begin to use appropriate end punctuation (e.g., period, question mark, exclamation mark).</p> <p>4c3) Compose simple sentences.</p>	<p>1c5) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.</p> <p>3. The student will express, communicate, or evaluate ideas effectively.</p> <p><i>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)</i></p> <p>3a1) <u>Planning</u> • Use graphic organizers to generate and organize ideas.</p> <p>3a2) <u>Drafting</u> • Put thoughts on paper using words and sentences.</p> <p>3a3) <u>Revising</u> • Revise compositions by clarifying and adding details.</p> <p>3a4) <u>Editing</u> • Edit for capitalization and punctuation.</p> <p>3a5) <u>Publishing/Sharing</u> • Share compositions by displaying, retelling, and/or reading ideas.</p> <p><i>3b. The student will compose a description of a person, place, or thing. (DOK 3)</i></p> <p>4b6) Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I").</p> <p>2d4) Identify favorite passages.</p>	<p>1b7) Blend and segment sounds in spoken words containing initial and final blends.</p> <p>1c4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).</p> <p><i>4b. The student will use Standard English mechanics. (DOK 1)</i></p> <p>2a2) Parts of a book – title page, title, author, illustrator, table of contents, etc.</p> <p>2c2) Retell the correct sequence of events in narrative and/or informational text.</p> <p>4a1) Begin to use nouns (e.g., singular, plural)</p> <p>1b3) Identify and count the number of syllables in a spoken word.</p> <p><i>1b1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).</i></p>	<p><i>1c. The student will use word recognition skills. (DOK 2)</i></p> <p>1c1) Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words. (See frameworks for examples)</p> <p><i>1f. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)</i></p> <p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p> <p>2c1) Retell a story including characters, setting, and important events.</p>
Arts-Integrated Ideas	Illustrate spelling words Author Study: Dr. Seuss, Jan Brett Artist Study: Matisse, Van Gough YEAR LONG: Use the weekly visual arts flipcharts on the S Drive that accompany each story!	Norman Rockwell's Teacher's Pet Create movements for vocabulary words. Use instruments to play the punctuation marks while reading a book. Chopsticks: Play the sound of the word and spell out the words while tapping the rhythm. Use call/response with words to poetry, songs, and books (ex. <u>Fire</u> , <u>Fire, Said Mrs. McGuire</u>) to increase fluency	Create characters from <u>Charlotte's Web</u> . Have students create drawings using oil pastels or water colors of a person, place, or thing. Then have students write about the masterpieces to display. Use the book Miss Mary Mack to teach short vowel sounds, syllables and rhyming words.	Use sign language to spell weekly spelling words. Use an art print to list all the nouns shown in the print. Musical Poetry – to reinforce common spelling patterns use poetry. Use chopsticks to increase fluency and a sense of rhythm. Sequence of events – to introduce this skill have students create 3 movement sequences for other students to imitate. Relate this to the sequence of events in a story.	German music <u>The Polar Express</u> <u>Grimm Brother Fairy Tales</u> Students will write original fairytales and publish a book. Use <u>In the Small Pond</u> and <u>The Four Dog Blues Band</u> to address answering questions blends, digraphs, sequencing, inflectional endings and syllables.
Assessments	Teacher checklist Weekly Spelling tests-14 words through 3 rd nine weeks- practice sentence dictation-3 rd	Compare Grandparents and first graders' school experience by writing and drawing.	Develop a Story Map for <u>Charlotte's Web</u> -title, characters, plot, setting, and problem.		Compare & Contrast USA & Germany through a poster, diorama, or other visual project.

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	January	February	March	April	May
Essential Questions	Why is it important to use a complete sentence? How can I use the grammar rules to improve my communication? Why are there different words that mean almost the same thing? Does every word have an opposite? Which kinds do? Which kinds don't?	How does reading about famous people make me a better student? What word is this? How can I tell? How can I use my understanding of the parts of words to understand the whole word?	Can decoding words make me a better reader? How can I use words to better share what I know? How has the author helped me to understand the story?	How can writing help me become an author? How can this story help me understand other things? What is the best part of this story? Why?	How does reading and writing help me communicate? How do my ideas fit together? How should I write my story? How should I share my writing?
Themes	<i>What Makes Me Tick?</i> <i>Human Body</i>	<i>Famous Faces</i>	<i>Out of this World</i>	<i>Ms Ms What Do You See Plants</i>	<i>Ms What Do You See Animals, including insects</i>
Concepts	abbreviations, conjunctions	Compound words Simple sentences Sequential order	Predictions Verbs	Commas Composition of a narrative	Main idea Dialogue diagraphs
Skills	<p>1c8) <u>Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.</u></p> <p>3b1) Compose drawings/visual images and orally describe.</p> <p>3d. <i>The student will compose a short informational text based on a familiar topic, including but not limited to: (DOK 3)</i></p> <p>4. The student will apply Standard English to communicate.</p> <p>4a. The student will use Standard English grammar.</p> <p>4b. <i>The student will use Standard English mechanics. (DOK 1)</i></p> <p>4b5) Begin to use colon in notation of time.</p> <p>2b3) Make simple inferences based on information from narrative and/or informational text.</p> <p>3c. <i>The student will compose a narrative with a beginning, middle, and end. (DOK 3)</i></p> <p>3c1) Compose retellings/stories with a beginning, middle, and end. 3d. <i>The student will compose a short informational text based on a familiar topic, including but not limited to: (DOK 3)</i></p> <p>3d1) Reports</p> <p>4a4) Begin to use adjectives.</p> <p>2b4) Identify the main idea of a simple story or topic of an informational text.</p> <p>1b2) Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone)</p>	<p>1b5) Distinguish short and long vowel sounds in spoken one syllable words (e.g., bit/bīte, hōp/hōpe).</p> <p>1c6) Identify simple compound words (e.g., dog + house = doghouse).</p> <p>2a3) Text structures – sequential order and description</p> <p>2a4) Genres – Fiction, nonfiction, and poetry</p> <p>2b1) <u>Answer and generate who, what, when, where, why, and how questions.</u></p> <p>2b2) <u>Answer and generate questions about characters, settings, and events.</u> 2d. <i>The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence. (DOK 3)</i></p> <p>2d1) Interpret text through moving, drawing, speaking, acting, or singing.</p> <p>2d2) Make connections between self and text or text and text after sharing text or reading text independently.</p> <p>2d3) Compose visual images based on text.</p> <p>4c. <i>The student will use varied sentence structures. (DOK 2)</i></p> <p>4c1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).</p> <p>4c2) Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).</p>	<p>1c7) Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).</p> <p>1g. <i>The student will begin to identify and use synonyms, antonyms, and homonyms. (DOK 2)</i></p> <p>2a. <i>The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)</i></p> <p>2a1) Text features – titles, illustrations, headings, graphs, etc.</p> <p>2b. <i>The student will understand, infer, and make simple predictions. (DOK 2)</i></p> <p>2b5) Make a prediction about narrative or informational text and confirm or revise the prediction.</p> <p>2b6) Use key words in text to justify prediction(s).</p> <p>3b2) Compose oral and written descriptions of a familiar person, place, or thing.</p> <p>3c2) Compose drawings/visual images to tell stories with a beginning, middle, and end.</p> <p>4. The student will apply Standard English to communicate.</p> <p>4a. The student will use Standard English grammar. (DOK 1)</p> <p>4a2) Begin to use verbs</p> <p>4b. <i>The student will use Standard English mechanics. (DOK 1)</i></p> <p>4b4) Begin to use apostrophes (e.g., contractions).</p> <p>2a. <i>The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)</i></p> <p>2a1) Text features – titles, illustrations, headings, graphs, etc.</p>	<p>1c. <i>The student will use word recognition skills. (DOK 2)</i></p> <p>1c1) Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words. (See frameworks for examples)</p> <p>1d. <i>The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words. (DOK 1)</i></p> <p>1h. <i>The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i></p> <p>4b. <i>The student will use Standard English mechanics. (DOK 1)</i></p> <p>4b3) Begin to use commas (e.g., dates).</p> <p>1f2) Recognize and explain word relationships within categories of words.</p> <p>1f1) Identify and sort pictures and words into basic categories.</p> <p>4a5) Begin to use pronouns</p> <p>3d3) Functional texts (e.g, labels, directions, shopping lists, etc.)</p> <p>4a3) Begin to use articles and coordinating conjunctions</p> <p>4b2) Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year).</p>	<p>1a4) Identify dialogue in connected text.</p> <p>1b2) Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone)</p> <p>1c2) Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. (See frameworks for examples)</p> <p>1e. <i>The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words. (DOK 2)</i></p> <p>1i. <i>The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource). (DOK 1)</i></p> <p>2c. <i>The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</i></p> <p>3d. <i>The student will compose a short informational text based on a familiar topic, including but not limited to: (DOK 3)</i></p> <p>3d2) Letters, thank you notes, invitations 4. The student will apply Standard English to communicate.</p> <p>4a. The student will use Standard English grammar.</p>
Arts-Integrated Ideas	Create a human body showing major organs and write the purpose of that organ. Design and publish a synonym or antonym book. Use prints to name adjectives	Research and present information about a famous person incorporating questions and statements. Use musical instruments to tap out the syllables in the words. Use chopsticks to show syllabifications. Make a compound word flip book.	Create a poem about a planet. Develop a system of movements to name the planets in order from the sun. Verbs: Use <u>Head to Toe</u> by Eric Carle to make movements and actions like animals.	Publish and illustrate a book.	Draw a Mississippi animal and write facts about it. Create flowers based on the works of Georgia O'Keeffe and write poems about them using adjectives.
Assessments	Unit tests Checklists	Writing assessment Unit tests	Unit tests Spelling Dictation Begins 4 th nine weeks	Terra Nova Checklists	Unit Tests Yearly assessments