

CURRICULUM MAP LANGUAGE ARTS GRADE 1

August/September	October	November	December	January
<p>Phonemic Awareness 1. Identify and distinguish between letters, words and sentences. 4. Decode by using letter-sound matches. 8. <i>Demonstrate a growing stock of sight words.</i></p> <p>Writing Conventions 1. <i>Print legibly and space letters, words and sentences appropriately.</i> 4. Create phonetically-spelled written work that can usually be read by the writer and others. 5. Spell unfamiliar words using strategies such as segmenting, sound out and matching familiar words and word parts.</p> <p>Communication: Oral and Visual 3. Follow simple oral directions. 2. Compare what is heard with prior knowledge and experience. 1. Use active listening skills, such as making eye contact or asking questions. Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies 5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.</p>	<p>Phonemic Awareness 2. Identify and say the beginning and ending sounds in words.</p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies 2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. 4. <i>Make predictions while reading and support predictions with information from the text or prior experience.</i></p> <p>Writing Conventions 7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I). 3. Spell high-frequency words correctly.</p> <p>Acquisition of Vocabulary 3. <i>Classify words into categories.</i> 4. Recognize common sight words.</p> <p>Writing Applications 4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.</p>	<p>Phonemic Awareness 6. Blend two to four phonemes (sounds) into words. 7. Add, delete or change sounds in a given word to create new or rhyming words. 5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p>Literary Text 2. <i>Identify characters, setting and events in a story.</i></p> <p>Communication: Oral and Visual 7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p> <p>Acquisition of Vocabulary 9. Determine the meaning of unknown words using a beginner's dictionary.</p>	<p>Acquisition of Vocabulary 8. Read root words and their inflectional endings (e.g., walk, walked, walking).</p> <p>Phonemic Awareness 3. <i>Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.</i></p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies 7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.</p> <p>Writing Conventions 6. Use end punctuate correctly, including question marks, exclamation points and periods.</p> <p>Literary Text 1. Provide own interpretation of story, using information from the text.</p>	<p>Informational, Technical and Persuasive Text 2. Identify the sequence of events in informational text. 1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts. 3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how). 4. Identify central ideas and supporting details of informational text with teacher assistance.</p> <p>Acquisition of Vocabulary 2. <i>Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</i></p> <p>Writing Applications 2. Write responses to stories by comparing text to other texts, or to people or events in their lives.</p>

Revised 4/12/06

Power Indicators are in italics.

The following process standards are embedded within the K-3 Integrated Curriculum: Mathematical Processes, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing, Reading Process, Writing Process, Writing Conventions, Social Studies Skill and Methods.

CURRICULUM MAP LANGUAGE ARTS GRADE 1

February	March	April	May
<p>Acquisition of Vocabulary 5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare). 6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).</p> <p>Writing Conventions 2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).</p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies <i>6. Recall the important ideas in fictional and non-fictional texts.</i></p> <p>Reading Applications: Informational, Technical and Persuasive Text <i>6. Follow multiple-step directions.</i></p>	<p>Acquisition of Vocabulary 7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).</p> <p>Reading Applications: Informational, Technical and Persuasive Text 5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies 9. Monitor comprehension of independently- or group-read texts by asking and answering questions. 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p> <p>Literary Text <i>3. Retell the beginning, middle and ending of a story, including its important events.</i> 4. Distinguish between stories, poems, plays, fairy tales and fables.</p>	<p>Writing Applications 1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.</p> <p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>Writing Conventions 8. Use nouns, verbs and adjectives (descriptive words).</p> <p>Acquisition of Vocabulary 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</p> <p>Phonemic Awareness <i>9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.</i> 10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.</p>	<p>Research 1. Discuss ideas for investigation about a topic or area of personal interest. 2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance. 4. Recall important information about a topic with teacher assistance. 5. Report information to others.</p> <p>Communication: Oral and Visual 5. Deliver brief informational presentations that: (a) demonstrate an understanding of the topic; (b) include and sort relevant information and details to develop topic; (c) organize information with a clear beginning and ending; and (d) express opinions. 6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p> <p>Concepts of Print 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>

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CURRICULUM MAP
Language Arts
Grade 1

Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Describe the role of authors and illustrators.
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
4. Make predictions while reading and support predictions with information from the text or prior experience.
5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
6. Recall the important ideas in fictional and non-fictional texts.
7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.
8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
9. Monitor comprehension of independently- or group-read texts by asking and answering questions.
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others.
2. *Develop a main idea for writing.*
3. Determine purpose and audience.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
5. Organize writing to include a beginning, middle and end.
6. Construct complete sentences with subjects and verbs.
7. Mimic language from literature when appropriate.
8. Use available technology to compose text.
9. Reread own writing for clarity.
10. Add descriptive words and details.
11. Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.
12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.
14. Rewrite and illustrate writing samples for display and for sharing with others.

4/12/06

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