

Grade One Language Arts Curriculum

Unit of Study: Reading

Curriculum Standards	Learner Outcomes
Uses the general skills and strategies of the reading process.	<ul style="list-style-type: none">• Uses mental images based on pictures and print to aid in comprehension of text.• Uses meaning clues to aid comprehension and make predictions about content.<ul style="list-style-type: none">○ Picture captions, title, cover, and headings.○ Action, events, and character's behavior.• Uses basic elements of phonetic analysis to decode unknown words.<ul style="list-style-type: none">○ Common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, and word patterns.• Uses basic elements of structural analysis to decode unknown words.<ul style="list-style-type: none">○ Syllables compound words and spelling patterns.• Uses a picture dictionary to determine word meaning.• Understands level-appropriate sight words and vocabulary.• Uses self-correction strategies.<ul style="list-style-type: none">○ Searches for cues and rereads.• Reads aloud familiar stories, poems, and passages with fluency and expression<ul style="list-style-type: none">○ Rhythm, flow, meter, tempo, pitch, tone, and intonation.
Uses reading skills and strategies to understand and interpret a variety of literary texts.	<ul style="list-style-type: none">• Uses reading skills and strategies to understand a variety of grade level appropriate familiar literary passages and texts.<ul style="list-style-type: none">○ Fairy tales, poems, nursery rhymes, and picture books.• Knows the basic characteristics of familiar genres.<ul style="list-style-type: none">○ Picture books, fairy tales, and nursery rhymes.• Knows the main events and sequence in stories.• Knows the main ideas or theme of a story.• Relates stories to personal experiences<ul style="list-style-type: none">○ Events and characters.
Uses reading skills and strategies to understand and interpret a variety of informational texts.	<ul style="list-style-type: none">• Uses reading skills and strategies to understand a variety of informational texts<ul style="list-style-type: none">○ Written directions, signs, and simple informational books.

Unit of Study: Writing

Curriculum Standards	Learner Outcomes
Uses the general skills and strategies of the writing process.	<ul style="list-style-type: none">• Prewriting: Uses prewriting strategies to plan written work.<ul style="list-style-type: none">○ Discusses ideas with peers, draws pictures to generate ideas and writes key thoughts.• Drafting and Revising: Uses strategies to draft and revise written work.<ul style="list-style-type: none">○ Rereads own work.• Editing and Publishing: Uses strategies to edit and publish written work.<ul style="list-style-type: none">○ Proofreads using a dictionary; edits punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available, appropriate technology to compose and publish work; shares finished product.• Uses strategies to organize written work.<ul style="list-style-type: none">○ Includes a beginning, middle, and end.• Uses writing and other methods to describe familiar persons, places, objects or experiences.<ul style="list-style-type: none">○ Using phonetically spelled words, telling and story maps.• Writes in a variety of forms or genres.<ul style="list-style-type: none">○ Friendly letters, stories, poems, personal experience narratives, and responses to literature.
Uses grammatical and mechanical conventions in written compositions.	<ul style="list-style-type: none">• Uses conventions of print in writing.<ul style="list-style-type: none">○ Forms letters in print, uses upper- and lowercase letters of the alphabet, spaces words and sentences.• Uses nouns and verbs to make complete sentences.• Uses conventions of spelling in written compositions.<ul style="list-style-type: none">○ Spells high frequency, commonly misspelled words from appropriate grade-level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel and long vowel words.• Uses conventions of capitalization in written compositions.<ul style="list-style-type: none">○ First and last names and first word of a sentence.• Uses conventions of punctuation in written compositions.<ul style="list-style-type: none">○ Uses periods after declarative sentences and uses questions marks after interrogative sentences.
Gathers and uses information for research purposes.	<ul style="list-style-type: none">• Generates questions about topics of personal interest.

Unit of Study: Listening and Speaking

Curriculum Standards	Learner Outcomes
Uses listening and speaking strategies for different purposes.	<ul style="list-style-type: none"> • Makes contributions in class and group discussions. • Asks and responds to questions. • Follows rules of conversation and group discussion. <ul style="list-style-type: none"> ○ Takes turns, raises hand to speak, stays on topic, and focuses attention on speaker. • Uses different voice levels for different situations • Gives and responds to oral directions. • Knows differences between language used at home and language used in school.

Language Arts Resources

Novel Sets	Anthology / Texts	DVD's / CD's	Technology Integration
<i>Henry and Mudge series,</i> <i>Cynthia Rylant</i>	<i>Write Away Skillsbook</i> <i>Write Traits Classroom Kit</i> <i>Bob Books for Beginning Readers</i> <i>A to Z readers</i> <i>Leveled readers</i> <i>PM leveled readers</i>	<i>Eric Carle DVDs</i> <i>Leo Lioni DVD's</i>	Software: Storybook Weaver Reader Rabbit I Can Read Reader Rabbit Phonics Thinkin' Things 1 MS Word MS Publisher Websites: http://www.memfox.com/welcome.html http://www.eduplace.com/kids/hmr/mtai/lobel.html http://www.marcbrownstudios.com/index.html http://pbskids.org/