

Grade 1 Language Arts	Ongoing
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Topic	English Language Arts Objectives	Sample Essential Questions
Reading Strategies, Phonics and Word Knowledge	Phonics Instruction should be sequential as outlined by program selected for use by each school. The objectives starting with a “1” must be met through that program or incorporated into the program.	
Phonemic Awareness	<p>1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:</p> <ul style="list-style-type: none"> • <u>count syllables</u> in a word. • <u>blend the phonemes</u> of one-syllable words. • <u>segment the phonemes</u> of one-syllable words. • <u>change the beginning, middle, and ending sounds</u> to produce new words. • <u>create and state a series of rhyming words</u> that may include consonants blends (e.g., <i>flag, brag</i>). 	<p>If I change the beginning sound to __, what will the word be? If I change the middle sound to __, what will the word be? If I change the ending sound to __, what will the word be? What are rhyming words for ____?</p>
Decoding	<p>1.02 Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. • use phonics knowledge of sound-letter relationships to <u>decode regular one-syllable</u> words when reading words and text. • <u>recognize</u> many <u>high frequency</u> and / or common irregularly spelled <u>words</u> in text (e.g., <i>have said, where, two</i>). • read compound words and contractions. • read inflectional forms (e.g. -s, -ed, -ing) and root words (e.g., looks, looked, looking). • read appropriate word families. 	<p>How do I pronounce this word? What strategies do I use?</p> <p>Do I know this word without sounding it out?</p>
Decoding	<p>1.03 Use pronunciation, sentence meaning, story meaning, and syntax <u>to confirm accurate decoding or to self-correct errors.</u></p>	<p>Does the pronunciation of this word make</p>

<p>Decoding</p> <p>Practice Reading</p>	<p>1.04 Self-monitor decoding by using one or two decoding strategies (e.g., <u>beginning letters</u>, <u>rimes</u>, <u>length of word</u>, <u>ending letters</u>).</p> <p>1.05 Increase vocabulary, concepts, and reading stamina <u>by reading self-selected texts independently</u> for 15 minutes daily. Self-selected texts should be consistent with the students' independent reading level.</p>	<p>sense? Does the word I decoded make sense in the sentence?</p> <p>If I use that sound, is that a real word?</p> <p>Have I selected something to read today?</p>
<p>Comprehension</p> <p>Read Aloud</p> <p>Genres</p> <p>Retelling</p>	<p>2.01 <u>Read aloud</u> independently with <u>fluency and comprehension</u> any text that is appropriately designed for emergent readers.</p> <p>2.02 Demonstrate familiarity with a <u>variety of texts</u> (<u>story books</u>, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</p> <p>2.06 Self-monitor comprehension by using <u>retelling</u> strategies.</p>	<p>What do I do when I read aloud?</p> <p>What is the difference in these two kinds of text?</p> <p>Can I retell what I read?</p>
<p>Writing and Response</p>	<p>4.01 Select and use new vocabulary and language structures in both speech and written context (e.g. <u>oral retelling using exclamatory phrases to accent an idea or event</u>).</p>	<p>How do I read and spell the word _____?</p>
<p>Grammar & Spelling</p> <p>Spelling</p>	<p>5.02 Apply phonics to <u>write independently</u>, using temporary and/or <u>conventional spelling</u>.</p>	<p>What sounds make this word?</p>

<p>Writing in Complete Sentences</p>	<p>5.04 Use <u>complete sentences</u> to write simple texts.</p>	<p>Did I use complete sentences in my writing?</p>
<p>Capitalize</p>	<p>5.05 Use <u>basic capitalization</u> when writing the <u>first word in a sentence</u> and <u>writing proper names</u>.</p>	<p>Which word in the sentence do I capitalize? Which names are proper names? How do I begin proper names?</p>
	<p>5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).</p>	
	<p>5.07 Use legible manuscript handwriting.</p>	

Grade 1 Language Arts	First Six Weeks
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Topic	English Language Arts Objectives	Sample Essential Questions
Comprehension		
Narrative text and Everyday Print	2.02 Demonstrate familiarity with a variety of texts (<u>story books</u> , and <u>everyday print such as signs and labels</u>).	What do I know about storybooks? What do signs tell me? What do labels tell me?
Narrative Text	2.03 <u>Read and comprehend fiction and non-fiction</u> text appropriate for grade one using: <ul style="list-style-type: none"> • prior knowledge • questions • summary • graphic organizers 	What makes this a narrative text?
Predict	2.05 <u>Predict and explain</u> what will happen next in stories.	What do I think will happen next in the story _____ and how do I know?
Relate story to self	3.01 Elaborate on how <u>events from story connect to life experiences</u> .	How is this event in the story like something that has happened to me?
Writing and Response		
Use words that name and tell action	4.02 Use words that describe, name <u>characters and settings</u> (who, where) and tell <u>action and events</u> (what happened, what did ___ do) in simple texts.	What are some words that name characters? What are some words that tell about action and events?
Use words that name and tell action	4.03 Use specific words to <u>name and tell action</u> in oral and written language (e.g. using words such as <u>frog</u> and <u>toad</u> when discussing a nonfiction text.)	What word(s) will help me name and describe what is happening?
Draft	4.06 Compose a variety of products (e.g., <u>journal entries</u> and <u>oral retellings</u>). Using a writing process.	What is a journal entry? Story retell?

<p>Grammar & Spelling</p> <p>Phonics and Spelling</p> <p>Letter formation</p> <p>Capitalization</p>	<p>5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to <u>spell correctly three letter words</u>.</p> <p>5.03 <u>Write all upper and lower case letters</u> of the alphabet, using correct letter formation.</p> <p>5.05 Use <u>basic capitalization</u> when writing <u>first word in a sentence and writing proper names</u>.</p>	<p>What sounds and patterns spell _____?</p> <p>Can I write the upper and lower case letters of alphabet?</p> <p>Which word in the sentence do I capitalize? Which names are proper names? How do I begin proper names?</p>
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Grade 1 Language Arts	Second Six Weeks
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Topic	English Language Arts Objectives	Sample Essential Questions
Comprehension		
Genres	2.02 Demonstrate familiarity with a variety of texts (<u>newspapers</u> , <u>telephone books</u> , and <u>everyday print such as signs and labels</u>).	What do I know about newspapers? Telephone books?
Expository	2.03 <u>Read and comprehend both fiction and non-fiction text</u> appropriate for grade one using: <ul style="list-style-type: none"> • prior knowledge. • questions. • summary. • graphic organizers. 	What makes this expository text?
Details	2.07 Respond and elaborate in <u>answering what, when, where, and how questions</u> .	How do I answer <i>what, when, where and how</i> questions?
Relating to self	3.01 Elaborate on how <u>information and events connect to life experiences</u> .	How does this information relate to my life? How does this event relate to my life?
Writing and Response		
Clarify purpose	4.04 Extend skills in using oral and written language by <u>clarifying purposes</u> for engaging in communication and completing graphic organizers.	What is my purpose for reading? What is my purpose for writing?
Writing	4.06 Compose a variety of products (e.g., <u>journal entries</u> , <u>response logs</u> , and <u>oral retellings</u>) using a writing process.	What is a response log?

<p>Grammar & Spelling</p> <p>Phonics & Spelling</p> <p>Capitalize</p>	<p>5.01 Use phonic knowledge and basic patterns to <u>spell correctly three- and four-letter words</u>.</p> <p>5.05 Use <u>basic capitalization</u> when <u>writing first word in a sentence and proper names</u>.</p>	<p>Using what I know about sounds, how do I spell _____?</p> <p>Which word in the sentence do I capitalize? Which names are proper names? How do I begin proper names?</p>
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Grade 1 Language Arts	Third Six Weeks
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Topic	English Language Arts Objectives	Sample Essential Questions
Comprehension		
Genres	2.02 Demonstrate familiarity with a variety of texts (<u>storybooks</u> , <u>short chapter books</u> , <u>newspapers</u> , <u>telephone books</u> , and <u>everyday print such as signs and labels</u>).	What do I know about _____? (insert type of text)
Narrative & Expository Text	2.03 <u>Read and comprehend</u> both <u>fiction and non-fiction text</u> appropriate for grade one using: <ul style="list-style-type: none"> • prior knowledge. • questions. • summary. • graphic organizers. 	What makes this narrative or expository text?
Vocabulary	2.04 Use preparation strategies to <u>anticipate vocabulary of a text</u> and to <u>connect prior knowledge and experiences to a new text</u> .	What do I think the new word will be?
Compare words	3.02 Recognize and relate <u>similar vocabulary use and concepts</u> across experiences with texts.	Does this word have a similar meaning in this other text?
Writing and Response		
Paraphrase	4.04 Extend skills in using oral and written language by using clear and precise language to <u>paraphrase messages</u> and by <u>engaging in more extended oral discussions</u> .	How can I tell this message in another way?
Grammar & Spelling		
Punctuation	5.05 Use basic punctuation by using <u>a period at the end of declarative sentence</u> and using <u>a question mark to end interrogative sentence</u> .	How do I end a declarative sentence? How do I end an interrogative sentence?

Grade 1 Language Arts	Fourth Six Weeks
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Topic	English Language Arts Objectives	Sample Essential Questions
Comprehension		
Genres	2.02 Demonstrate familiarity with a variety of texts (<u>story books, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, and skits and short plays</u>).	How do I know this is a skit? A short play?
Narrative and Expository Text	2.03 Read and <u>comprehend both fiction and non-fiction text</u> appropriate for grade one using: <ul style="list-style-type: none"> • prior knowledge • questions • summary • graphic organizers 	What makes this writing narrative? What makes this writing expository?
Question	2.06 Self-monitor comprehension by <u>using questions</u> .	What questions should I ask to help me understand what I am reading?
How, why and what if?	2.08 Discuss and explain <u>response to how, why, and what if questions</u> in sharing narrative and expository texts.	How do I interpret what I have read? Do I know why something happened? Have I considered what if _____ happened?
Vocabulary	3.03 Discuss <u>unfamiliar oral and/or written vocabulary</u> after listening to or reading texts.	What does this word mean?
Author’s Use of Language	3.07 Compare <u>authors’ uses of conventions of language</u> that aid readers including: <u>kinds of sentences, capitalization of first word in a sentence and proper names and punctuation to end a declarative and interrogative sentence</u> .	How did the author use the different kinds of sentences to help me understand the text? How did the use of capitals and correct punctuation help me when I was reading?

<p>Writing and Response</p> <p>Writing</p> <p>Writing and Author's Language</p>	<p>4.04 Extend skills in using oral and written language by <u>engaging in more extended oral discussions, producing written products</u> and completing graphic organizers.</p> <p>4.05 Write and/or participate in writing by using author's model of language and extending the model (e.g., <u>writing a different ending for a story</u>).</p>	<p>How will ____ help me in my writing?</p> <p>Can I write like this author? Is there another way to end the story?</p>
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Grade 1 Language Arts	Fifth Six Weeks
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Topic	English Language Arts Objectives	Sample Essential Questions
Comprehension		
Genres	2.02 Demonstrate familiarity with a variety of texts (<u>story books, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays</u>).	What type of text am I reading?
Narrative & Expository	2.03 Read and <u>comprehend both fiction and non-fiction text</u> appropriate for grade one using: <ul style="list-style-type: none"> • prior knowledge. • questions. • summary. • graphic organizers. 	What makes this writing narrative? What makes this writing expository?
Summarize	2.06 Self-monitor comprehension by <u>summarizing</u> .	If I summarize what I read will that help me understand it?
Following Instructions	2.09 Read and understand <u>simple written instructions</u> .	Did I follow the written instructions?
Author’s Voice	3.05 Recognize how particular <u>authors use vocabulary and language to develop an individual, recognizable voice</u> .	How did the author use vocabulary and language to develop his / her voice?
Author’s Use of Language	3.07 Compare <u>authors’ uses of conventions of language that aid readers including: kinds of sentences, capitalization of first word in a sentence and proper names and punctuation to end a declarative and interrogative sentence</u> .	How did the author use the different kinds of sentences to help me understand the text? How did the use of capitals and correct punctuation help me when I was reading?

<p>Writing and Response</p> <p>Writing using author's model</p> <p>Writing</p>	<p>4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g. <u>composing an innovation of a poem</u>).</p> <p>4.06 Compose a variety of products (e.g. <u>stories</u>, <u>journal entries</u>, <u>letters</u>, <u>response logs</u>, <u>simple poems</u>, <u>oral retellings</u>) using a writing process.</p>	<p>How can I write like this author? How can I change the ending?</p> <p>What do you include in a simple poem when you write one?</p>
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Grade 1 Language Arts	Sixth Six Weeks
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Topic	English Language Arts Objectives	Sample Essential Questions
Comprehension		
Genres	2.02 Demonstrate familiarity with a variety of texts (<u>story books</u> , <u>short chapter books</u> , <u>newspapers</u> , <u>telephone books</u> , and <u>everyday print such as signs and labels</u> , <u>poems</u> , <u>word plays using alliteration and rhyme</u> , <u>skits</u> and <u>short plays</u>).	What type of text did I read?
Narrative & Expository	2.03 Read and <u>comprehend both fiction and non-fiction</u> text appropriate for grade one using: <ul style="list-style-type: none"> • prior knowledge. • questions. • summary. • graphic organizers. 	What makes this writing narrative? What makes this writing expository?
Author’s Use of Language	3.06 Discuss <u>authors’/speakers’ use of different kinds of sentences</u> to interest a reader/listener and communicate a message.	How did the author’s use of different kinds of sentences make me interested in his / her message?
Author’s Use of Language	3.07 Compare <u>authors’ uses of conventions of language</u> that aid readers including: <u>kinds of sentences</u> , <u>capitalization of first word in a sentence and proper names</u> and <u>punctuation to end a declarative and interrogative sentence</u> .	How did the author use the different kinds of sentences to help me understand the text? How did the use of capitals and correct punctuation help me when I was reading?
Grammar & Spelling		
Punctuation	5.02 Apply phonics to write independently, using temporary and/or conventional spelling.	