

Highland Park First Grade Reading Curriculum

Standard Title: Language

Course Information:

Course: First Grade Reading

Length: One Year - 90 minutes per day

Brief Basic Description: Language at the first-grade level focuses on strengthening students' English grammar and usage when writing and speaking.

ESSENTIAL UNDERSTANDING:

First Grade Language Curriculum is Designed to:

- *Demonstrate conventions of standard English grammar when writing and speaking.
- *Demonstrate conventions of standard English capitalization, punctuation, and spelling when writing.
- *Demonstrate understanding of word relationships.
- *Use words and phrases.

Course Objectives and Expectations:

1. Use correct grammar.
2. Print all uppercase and lowercase letters.
3. Use correct capitalization, punctuation, and spelling.
4. Write a specific sentence, including a noun, verb, and adjective.

Student Objectives:

- *I can use proper English when speaking and writing.*
- *I can use correct capitalization, punctuation, and spelling in my writing.*
- *I can use words and the story to understand the words I read.*
- *With help, I can understand spoken language.*
- *I can use my words to explain simple relationships.*

Pacing:

Language Trimester One Twelve weeks	<i>L.1.1a</i>	Print all Upper-and lowercase letters
	<i>L.1.1b</i>	Use common, proper, and possessive nouns.
	<i>L.1.1c</i>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	<i>L.1.1e</i>	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).
	<i>L.1.1f</i>	Use frequently occurring adjectives.
	<i>L.1.1j</i>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
	<i>L.1.2</i>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<i>L.1.2b</i>	Use end punctuation for sentences.
	<i>L.1.5</i>	With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.
	<i>L.1.5c</i>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Trimester One Six Weeks	<i>L.1.2d</i>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	<i>L.1.2e</i>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Trimester Two Twelve Weeks	<i>L.1.1</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<i>L.1.2a</i>	Capitalize dates and names of people.
	<i>L.1.5a</i>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	<i>L.1.5b</i>	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).
Trimester Two Six Weeks	<i>L.1.2c</i>	Use commas in dates and to separate single words in a series.
	<i>L.1.4c</i>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

	L.1.6	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., because).
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Trimester Three Twelve Weeks	L.1.1h	User determiners (e.g., articles, demonstratives).
	L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
	L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
	L.1.5d	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 meanings.
Trimester Three Six Weeks	L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because)
	L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).

Once standard has been introduced during a specific trimester, standard continues to be practiced, with a goal that students will apply a greater depth of knowledge by the end of trimester three.

Timeline:

Trimester 1 - 12 weeks

Trimester 2 - 12 weeks

Trimester 3 - 12 weeks

Montana Content Standards:

Language

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e 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).

L.1.1f Use frequently occurring adjectives.

L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because)

L.1.1h Use determiners (e.g., articles, demonstratives).

L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j 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.

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.3 (begins in grade 2)

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

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5b 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).

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d 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 meanings.

L.1.6 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., because).

Resources:

*Montana Content Standards

*Reading Street Reading Series

*Highland Park First Grade Reading Matrix

*Havre Public Schools K-5 Standards Based Report Card Parent Handbook