

Course Overview for English Language Arts

Grade 1

Marking Period 1:

Reading: During the first marking period, first graders engage in choral, echo, and partner reading. They respond orally to comprehension questions. They read several narrative stories that include predictable texts focusing on concepts about print, decodable texts focusing on decoding words, and beginning readers that have high frequency words. Students listen to a variety of fiction and informational texts that are read aloud by the teacher to help build knowledge and vocabulary.

Writing: First graders learn to write dictated sentences. They are introduced to requirements of a good sentence, narrative writing, descriptive writing, opinion writing, and writing a book review through shared and modeled writing lessons. They draw pictures about the stories they read, label their drawings, and write about their drawings.

Spelling and word work: First graders learn grade appropriate vocabulary; basic high frequency words such as *the, and, in, like, good, and you*; and words with the following spelling patterns: /at/ /an/ /at/ /ap/ /ag/ /it/ /in/ /ip/ /ig/ /ip/.

Handwriting: Students develop and improve letter formation for printing all lower and upper case letters. They practice their printing by writing words and simple sentences.

County Assessments: In the fall, students are administered Acadience (previously called DIBELS Next) and an Individual Decoding Inventory in reading to determine strengths and areas of need.

Marking Period 2:

Reading: During the second marking period, first graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and begin to respond in writing to some questions. They read narrative stories that include author studies (books by the same author) and early chapter books to focus on story structure. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: First graders continue writing dictated sentences. They engage in opinion writing, descriptive writing, and wrote another book review through shared and modeled writing lessons. Students learn to write a compare and contrast piece about wants and needs and a personal narrative about a special day. They continue to draw pictures and write about the stories they read.

Spelling and word work: First graders continue to learn grade appropriate vocabulary; basic high frequency words such as *his, we, do, see, for, this, no, if, are, was, have, and she*; and words with the following spelling patterns: /op/ /ot/ /og/ /un/ /up/ /ug/ /ed/ /en/ /et/ /ap/ /ip/ /op/ /an/ /in/ /en/ /un/ /ack/ /ick/ /ock/ /sh/ /ch/ /th/ /st/.

Handwriting: Students continue to improve letter formation for printing and work to build fluency in handwriting. They practice their printing by writing words and sentences.

County Assessment: In the winter, students are administered Acadience (previously DIBELS Next) in reading to determine progress, strengths, and areas of need.

Marking Period 3:

Reading: During the third marking period, first graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to questions. They continue to read narrative stories written by the same author and chapter books. In addition, they read mysteries that introduce clues and solving problems. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: First graders continue writing dictated sentences that are more detailed. They engage in writing personal narratives and descriptions through shared and modeled writing lessons. They transition from drawing pictures about stories to writing responses about stories that include making predictions and retelling.

Spelling and word work: First graders continue to learn grade appropriate vocabulary; basic high frequency words such as *many, some, your, very, gave, her, yes, they, them, what, under, went, must, who, how, there, and about*; words with the following spelling patterns: /st/ /sp/ /sl/ /gr/ /dr/ /ch/ /tr/ /ch/ /sh/ /th/ /ft/ /nd/ /nt/; and words with short vowels *a, o, u*.

Handwriting: Students continue to improve letter formation for printing and work to build fluency in handwriting. They practice their printing by writing words and sentences.

Marking Period 4:

Reading: During the fourth marking period, first graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to questions. They continue to read mysteries, and they also read realistic fiction with more complex characters. Students read several chapter books. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: First graders continue writing dictated sentences that are more detailed. They engage in writing descriptions, opinions, and a book review through shared and modeled writing lessons. Students share in writing a mystery story.

Spelling and word work: First graders continue to learn grade appropriate vocabulary; basic high frequency words such as *these, those, family, again, school, around, once, night, word, because, away, been, and which*; words with the following spelling patterns: vowel-consonant-e (vce), /ar/ /or/ /ir/; and words with short vowels *a, i, o, u*.

Handwriting: Students continue to improve letter formation for printing and work to build fluency in handwriting. They practice their printing by writing words and sentences.

County Assessment: In the spring, students are administered Acadience (previously DIBELS Next) in reading to determine progress, strengths, and areas of need.