

Highland Park Elementary School ELA Reading Curriculum Templates

Course Information:

Topic: English Language Arts

Grade Level: First Grade Reading

Length: One Year - 90 minutes per day

Standard Title: Informational Text

Standard Information

Brief Basic Description: *Informational Text at the first-grade level focuses on strengthening students' ability to ask and answer questions about key details, retell key details, and use various text features. Students will do this by exploring a variety of informational texts, appropriate for grade level.*

ESSENTIAL UNDERSTANDING:

First Grade Informational Text Curriculum is Designed to:

- *Ask and answer questions.
- *Identify topic of the main lesson.
- *Describe connections between pieces of information in text.
- *Know and use various text features (headings, table of contents, glossaries).
- *Identify basic similarities between two texts on the same topic.

Course Objectives and Expectations:

1. Ask and answer questions about details in a reading selection.
2. Retell stories, including details.
3. Explain the differences between books that tell stories, and books that give information.
4. Compare and contrast stories on the same topic.

Student Objectives:

- *I can ask and answer questions about details in a non-fiction (informational) text.
- *I can name the main topic and retell the key details in a non-fiction (informational) text.
- *I can make connections between individuals, events, ideas, or details in a non-fiction

(informational) text.

*I can ask and answer questions to understand the words I read in a non-fiction.

(informational) text.

*I can use text features to find facts and information in a non-fiction (informational) text.

*I can find information in the illustrations and in the words of a non-fiction (informational) text.

*I can use the illustrations and details in a non-fiction (informational) text to find the important ideas.

*I can identify the reasons an author gives to support in a non-fiction (informational) text.

*I can compare and contrast two non-fiction (informational) texts on the same topic.

*With help, I can read grade-level non-fiction (informational) texts.

Montana Content Standards:

Informational Text

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. Include text by and about American Indians.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases with cultural significance to American Indians.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriate complex for grade 1.

Standard Title: Speaking and Listening

Standard Information

Brief Basic Description: *Speaking and Listening at the first-grade level focuses on strengthening students' ability to ask and answer questions clear and engage in conversation with peers and adults. Students will do this by following agreed-upon rules of discussion, and by adding drawings or other visual displays to assist in clarifying.*

ESSENTIAL UNDERSTANDING:

First Grade Speaking and Listening Curriculum is Designed to:

- *Participate in collaborative conversations.
- *Ask and answer questions about key details in a text or information presented orally.
- *Describe people, place, things, and events.
- *Produce complete sentences when appropriate.

Course Objectives and Expectations:

1. Follow rules for discussions by building on what others are saying and by asking questions.
2. Follow simple two-step directions.
3. Speak in complete sentences.

Student Objectives:

- *I can follow rules for discussions.
- *I can follow simple two-step directions.
- *I can speak in complete sentences.

Montana Content Standards:

Speaking and Listening

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversation by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Standard Title: Writing

Standard Information:

Brief Basic Description: *Writing at the first-grade level focuses on strengthening writing skills while participating in writing projects, using a variety of sources. Students will develop skills in writing opinion, informative, and narrative pieces.*

ESSENTIAL UNDERSTANDING:

First Grade Writing Curriculum is Designed to:

*Write opinion pieces by introducing their topic, give an opinion, supply a reason for their opinion, and give closure to their writing piece.

*Write informative/explanatory pieces by introducing their topic, give facts, and give closure to their writing piece.

*Write narratives by introducing a topic, provide two or more sequence of steps, including some details, giving temporal words to signal event order, and give closure to their writing piece.

*Participate in shared research and writing projects, explore a variety of sources, and use their own personal experiences to produce writing pieces.

Course Objectives and Expectations:

1. Write opinion pieces that include an opinion and the reason for the opinion.
2. Write informative pieces that name a topic, supply facts, and provide closure.
3. Write narratives about two or more events in the correct order, include details.

Student Objectives:

- *I can give my opinion and information about a topic in my writing.
- *I can write a story.
- *With help and suggestions from my classmates, I can revise my writing.
- *With help, I can use my tools to publish a writing.
- *I can research and write about a topic with my classmates.
- *I can use a variety of resources to answer a question.

Montana Content Standards:

Writing

W.1.1- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.4 (begins in grade 3)

W.1.5 With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Include sources by and about American History.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American History.

W.1.9 (begins in grade 4)

W.1.10 (begins in grade 3)

Standard Title: Foundational Skills

Standard Information:

Brief Basic Description: Foundational Skills at the first-grade level focuses on strengthening students' ability to understand and organize basic print, spoken words, phonics, decoding, to build fluency, and support comprehension.

ESSENTIAL UNDERSTANDING:

First Grade Language Curriculum is Designed to:

- *Demonstrate understanding of the organization of basic features of print.
- *Demonstrate understanding of spoken words, syllables, and sounds.
- *Know and apply phonics and skills in decoding words.
- *Read with accuracy and fluency to support curriculum.

Course Objectives and Expectations:

1. Understand the organizational and basic features of print.
2. Recognize features in a sentence.
3. Understand spoken words, syllables, and sounds.
4. Understand phonics and word analysis.
5. Read regularly spelled one-and two-syllable words.
6. Read aloud with accuracy and expression.

Student Objectives:

- *I can understand printed text.
- *I can hear and say the sounds in words.
- *I can read grade-level words.
- *I can read and understand grade-level text.

Montana Content Standards:

Foundational Skills

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a Recognize and distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.1.2 Demonstrate understanding of broken words, syllables, and sound (phonemes).

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final-e and common vowel team conventions for representing long vowel sounds.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard Title: Literature

Standard Information:

Brief Basic Description: Literature at the first-grade level focuses on strengthening students' ability to ask and answer questions about key details, retell stories, describe characters, settings, and major events in a story. Students will do this by exploring a variety of books, and poems.

ESSENTIAL UNDERSTANDING:

First Grade Literature Curriculum is Designed to:

- *Ask and answer questions.
- *Retell stories, demonstrating understanding of the main lesson.
- *Describe characters, settings, and major events of a story.
- *Read poetry appropriate for grade level.
- *Identify who is telling the story.
- *Compare and contrast stories.

Course Objectives and Expectations:

1. Ask and answer questions about details in a reading selection.
2. Retell stories, including details.
3. Explain the differences between books that tell stories, and books that give information.
4. Compare and contrast stories, or poems, on the same topic.

Student Objectives:

- *I can ask and answer questions about text.
- *I can retell the main idea of stories.
- *I can describe characters, settings, and major events in stories.
- *I can find words that show feelings and create a picture in my mind.
- *I can explain the difference between fiction and non-fiction.
- *I can name who is telling the story.
- *I can explain how characters and their experiences are the same and different.
- *With help, I can read grade-level stories and poems.

Montana Content Standards:

Literature

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8 (not applicable to literature)

RL.1.9 Compare and contrast the adventures and experiences of characters in stories, including American Indian stories.

RL.1.10 With prompting and support, read prose, and poetry of appropriate complexity for grade 1.

Standard Title: Language

Standard Information:

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.*

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 User 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).

*These sections will be completed when materials arrive.

Pacing and pertinent Montana Content Standard: Pacing of the course should be included, with the applicable content standards. Technology standards should also be considered here.

Course Outline and Assessments: This section should contain a detailed course outline containing topics taught and assessed. Do not include specific textbook references, chapter numbers, or page numbers.

Timeline: The timeline should include unit titles and the approximate time it will take to teach the unit.

Resources: List everything here, websites, textbooks, resource manuals, etc.