# Wells Elementary School
# Grade 1 Curriculum
# English Language Arts

**Grade Level: One**

**UNIT: One: September and October**

**Phonics:** Short a, Final ck; Short i, Final x; Short o, -s Plurals s/z/; Inflected ending -s, Inflected ending -ing; Short e, Initial consonant blends (CCVC); Short u, Final consonant blends (CVCC).

**Comprehension Focus Skills/Strategies:** Character, Realism and Fantasy, Character and Setting, Monitor and Fix Up, Story Structure

**WOCSD GRADUATION STANDARD(S):**
Graduation Standard 1 (READING COMPREHENSION)Read and comprehend appropriately grade level complex literary and informational texts.

Graduation Standard 2: (READING INTERPRETATION) - Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Graduation Standard 3 (WRITING TYPES) - Produce clear and coherent informative, argument, and narrative writing for a range of tasks, purposes, and audiences.

| PERFORMANCE INDICATORS | LEARNING TARGETS ("I CAN" STATEMENTS) |
|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>Read with sufficient accuracy and fluency to support comprehension. | * I can say the short vowel sound in a word (CVC).<br>*I can read single syllable words by blending sounds including consonant blends and digraphs.<br>* I can name the first, middle and last sounds in a single syllable word.<br><br>*I can say all of the sounds in a single syllable word in the correct order.<br>*I can read grade-level text with purpose and understanding.<br>* |
| Describe characters, settings, and major events in a story using key details. | *I can describe characters, settings, and major events. |

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| Use Illustrations and details in a story to describe its characters, setting or events.<br><br>Demonstrate command of conventions of standard English Grammar and usage when Writing. | *I can use illustrations and details in a story to describe its characters, settings or events.<br><br>*I can speak and write using correct grammar, punctuation, and spaces.<br>*upper and lowercase letters. |

**Grade Level: One**

**UNIT: 2: November/December**

**Phonics:** Digraphs sh, th, Sound of a in ball, walk; Long a (CVCe), Digraphs wh, ch, tch; Long o (CVCe), Contractions n't, 'll; Long u (CVCe) and Long e (CVCe), Inflected endings -ed (3 pronunciations: /d/, /t/, /ed/ (without spelling changes); Long e:e, ee, Syllables VC/CV (as kitten).

**Comprehension Focus Skills/Strategies:** Main idea, Cause and Effect, Author's Purpose, Sequence, Compare and Contrast, Predict, Monitor and Fix Up, Ask Questions, Preview

**WOCSD GRADUATION STANDARD(S):**
Graduation Standard 1 (READING COMPREHENSION)Read and comprehend appropriately grade level complex literary and informational texts.

Graduation Standard 2: (READING INTERPRETATION) - Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Graduation Standard 3 (WRITING TYPES) - Produce clear and coherent informative, argument, and narrative writing for a range of tasks, purposes, and audiences.

| PERFORMANCE INDICATORS | LEARNING TARGETS ("I CAN" STATEMENTS) |
|---|---|
| *Know and apply grade level phonics and word analysis skills in decoding words. | *I can say the short vowel sound in a word (CVC).<br>*I can say the long vowel sound in a word (CVCe).<br>*I can tell the difference between long and short vowel sounds when I hear a single syllable word.<br>*I can read single syllable words by blending sounds |

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| *Read with sufficient accuracy and fluency to support comprehension.<br><br>Describe characters, settings, and major events in a story using key details.<br><br>Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br><br>Identify the main topic, and key details of a text. | including consonant blends and digraphs.<br>* I can name the first, middle and last sounds in a single syllable word.<br>*I can say all of the sounds in a single syllable word in the correct order.<br><br>*I can read grade-level text with purpose and understanding.<br><br>*I can describe characters, settings, and major events. |
| Use Illustrations and details in a story to describe its characters, setting or events.<br><br>Use illustrations and details in a text to describe its key details. | *I can use illustrations and details in a story to describe its characters, settings or events. |
| 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.<br><br>Demonstrate command of conventions of standard English Grammar and usage when Writing.<br><br>Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing. | I can speak and write using correct grammar, punctuation, upper and lower case letters, nouns, and spaces.<br><br>* I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

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| **Grade Level: One** |
| **UNIT: 3: January/February** |

**Phonics:** Vowel sounds of y: long i, long e; Long vowel pattern CV (as me, hi, go); Compound words, Final ng and nk (-ang, -ing, -ung, -ank, -ink, -unk), word families and onset-rime blending; R-controlled or, ore, Ending -es, plural -es; R-controlled ar, Inflected endings -ed, -ing; R-controlled er, ir, ur, Contractions 's, 've, 're; Comparative endings -er, -est, dge /j/.

**Comprehension Focus Skills/Strategies:** Compare and Contrast, Plot, Theme, Draw Conclusions, Sequence, Predict, Summarize, Monitor and Fix Up, Visualize, Test Structure, Prior Knowledge

**WOCSD GRADUATION STANDARD(S):**
Graduation Standard 1 (READING COMPREHENSION)Read and comprehend appropriately grade level complex literary and informational texts.

Graduation Standard 2: (READING INTERPRETATION) - Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Graduation Standard 3 (WRITING TYPES) - Produce clear and coherent informative, argument, and narrative writing for a range of tasks, purposes, and audiences.

Graduation Standard 4 (Writing Process) - Develop and strengthen writing

| PERFORMANCE INDICATORS | LEARNING TARGETS ("I CAN" STATEMENTS) |
|---|---|
| *Know and apply grade level phonics and word analysis skills in decoding words. | *I can say the short vowel sound in a word (CVC).<br>*I can say the long vowel sound in a word (CVCe).<br>*I can tell the difference between long and short vowel sounds when I hear a single syllable word.<br>*I can read single syllable words by blending sounds including consonant blends and digraphs.<br>* I can name the first, middle and last sounds in a single syllable word.<br>*I can say all of the sounds in a single syllable word in the correct order. |
| *Read with sufficient accuracy and fluency to support comprehension. | *I can read grade-level text with purpose and understanding.<br><br>*I can read grade level text orally with accuracy, appropriate rate, and expression. |
| Use Illustrations and details in a story to describe its characters, setting or events.<br><br>Use illustrations and details in a text to describe its key details. | *I can use illustrations and details in a story to describe its characters, settings or events.<br><br>*I can use the illustrations and details in a text to describe its key ideas. |

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| Identify the main topic, and key details of a text. | |
| 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 a sense of closure.<br><br>Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. | *I can write narratives in which I tell about two or more sequenced events, include details about what happened, use words to signal event order, and provide some sense of closure. |

**Grade Level: One**

**UNIT: 4: March/April**

**Phonics:** Long a: ai, ay, Possessives, Long e: ea, inflected endings (all studied to date), Long o: oa, ow, Three-letter consonant blends, Long i: ie, igh, Silent Consonants kn /n/ and wr /r/, Vowel patterns: ew, ue, ui, Compound words (blending multisyllabic words), Vowels oo in moon, Suffixes -ly, -ful (blending multisyllabic words)

**Comprehension Focus Skills/Strategies:** Draw Conclusions, Theme, Author's Purpose, Realism and Fantasy, Character, Setting, and Plot, Cause and Effect, Monitor and Fix Up, Graphic Organizers, Story Structure, Preview

**WOCSD GRADUATION STANDARD(S):**
Graduation Standard 1 (READING COMPREHENSION)Read and comprehend appropriately grade level complex literary and informational texts.

Graduation Standard 2: (READING INTERPRETATION) - Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Graduation Standard 3 (WRITING TYPES) - Produce clear and coherent informative, argument, and narrative writing for a range of tasks, purposes, and audiences.

Graduation Standard 4 (Writing Process) - Develop and strengthen writing

| PERFORMANCE INDICATORS | LEARNING TARGETS ("I CAN" STATEMENTS) |
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| *Know and apply grade level phonics and word analysis skills in decoding words.<br><br>Know the spelling-sound correspondences for common digraphs (two letters that represent one sound).<br><br>Decode regularly spelled one-syllable words.<br><br>Know final-e and common vowel team conventions for representing long vowel sounds<br><br>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br><br>Decode two-syllable words following basic patterns by breaking the words into syllables<br><br>Read words with inflectional endings.<br><br>Recognize and read grade-appropriate irregularly spelled words. | *I can tell the difference between long and short vowel sounds when I hear a single syllable word.<br><br>*I can read single syllable words by blending sounds including consonant blends and digraphs.<br><br>* I can name the first, middle and last sounds in a single syllable word.<br><br>*I can say all of the sounds in a single syllable word in the correct order. |
| Read with sufficient accuracy and fluency to support comprehension. | *I can read grade-level text with purpose and understanding.<br><br>*I can read grade level text orally with accuracy, appropriate rate, and expression. |
| Identify the reasons an author gives to support points in a text.<br><br>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.<br><br>Compare and contrast the adventures and experiences of characters in stories.<br><br>Identify basic similarities in and differences between two tests on the same topic (e.g., in illustrations, descriptions, or procedures) | *I can use the illustrations and details in a text to describe its key ideas. |

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| With prompting and support, read prose and poetry of appropriate complexity for grade 1<br><br>With prompting and support, read informational texts appropriately complex for grade 1 | |
| 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 a sense of closure. | *I can write narratives in which we tell about two or more sequenced events, include details about what happened, use words to signal event order, and provide some sense of closure.<br><br>I can speak and write using correct grammar, punctuation, and spaces. Including: *upper and lowercase letters. *nouns. *verbs *adjectives *simple and compound sentences.<br><br>*I can use end punctuation for sentences.<br><br>*I can capitalize dates and names of people.<br><br>* I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

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| **Grade Level: One** |
| **UNIT: 5: May/June** |

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| **Phonics:** Vowel diphthong ow /ou/, Syllables: consonant +le, Vowel diphthong ou /ou/, Syllables: V/CV and VC/V (open and closed: pi/lot, lem/on), Vowels oo as in book, Inflected endings -s, -es, -ed, -ing (spelling change: drop e before -ed, -ing), Vowel diphthongs oi, oy /oi/, Suffixes -er, -or (agentive as in worker, conductor), (blending multisyllabic words)<br><br>**Comprehension Focus Skills/Strategies:** Character, setting and plot, Sequence, Compare and contrast, |

Main idea, Draw conclusions, Theme, Story Structure, Preview, Summarize, Monitor and Fix Up, Ask Questions

**WOCSD GRADUATION STANDARD(S):**
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Graduation Standard 3 (WRITING TYPES) - Produce clear and coherent informative, argument, and narrative writing for a range of tasks, purposes, and audiences.

Graduation Standard 4 (Writing Process) - Develop and strengthen writing

| **PERFORMANCE INDICATORS** | **LEARNING TARGETS ("I CAN" STATEMENTS)** |
|---|---|
| *Know and apply grade level phonics and word analysis skills in decoding words.<br><br>Know the spelling-sound correspondences for common digraphs (two letters that represent one sound).<br><br>Decode regularly spelled one-syllable words.<br><br>Know final-e and common vowel team conventions for representing long vowel sounds<br><br>Use knowledge that every syllable must have a vowel sound to determine number of syllables in a printed word.<br><br>Decode two-syllable words following basic patterns by breaking the words into syllables<br><br>Read words with inflectional endings.<br><br>Recognize and read grade-appropriate irregularly spelled words.<br><br>Read with sufficient accuracy and fluency to support comprehension.<br><br>.Read grade-level text orally with accuracy, appropriate rate, and expression. | *I can say the short vowel sound in a word (CVC).<br><br>*I can say the long vowel sound in a word (CVCe).<br><br>*I can tell the difference between long and short vowel sounds when I hear a single syllable word.<br><br>*I can read single syllable words by blending sounds including consonant blends and digraphs.<br><br>* I can name the first, middle and last sounds in a single syllable word.<br><br>*I can say all of the sounds in a single syllable word in the correct order.<br><br>*I can read grade-level text with purpose and understanding.<br><br>*I can read grade level text orally with accuracy, appropriate rate, and expression. |

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| Read grade-level text with purpose and understanding.<br><br>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |
| Use Illustrations and details in a story to describe its characters, setting or events.<br><br>Use illustrations and details in a text to describe its key details.<br><br>Identify the main topic, and key details of a text. | *I can use illustrations and details in a story to describe its characters, settings or events.<br><br>*I can use the illustrations and details in a text to describe its key ideas.<br><br>*I can identify the main topic and retell key details in a text. |
| 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 a sense of closure.<br><br>Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. | *I can write narratives in which we tell about two or more sequenced events, include details about what happened, use words to signal event order, and provide some sense of closure.<br><br>*I can introduce a topic in my writing, use facts to describe the topic and write an ending. |