

1st Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Ask and answer questions about the details of a text.
- Retell stories using details and proper sequence.
- Describe characters, settings, events, problems and resolutions in a text.
- Ask and answer *who, what, where, when, why, how* questions.

Craft and Structure

- Identify print that carries different messages.
- Identify point of view in text.

Integration of Knowledge and Ideas

- Use illustrations to interpret elements of a text such as characters, setting and events.
- Compare and contrast important points in two texts on a similar topic.
- Use “Before, During and After” as a reading strategy.

Range of Reading and Level of Text Complexity

- Read and answer questions about a variety of texts (narratives, expository, poetry).

Reading: Informational Text

Key Ideas and Details

- Ask and answer questions about the details of a text.
- Recall key details of a text.
- Ask and answer *who, what, where, when, why, how* questions.
- Compare, contrast and draw conclusions between details in a text.
- Compare and contrast important points in two texts on a similar topic.
- Use graphic organizing (story map, KWL, and Venn Diagram as a reading strategy).

Craft and Structure

- Determine word meaning by asking questions.
- Use title, table of contents, headings, captions and graphs to gather information.

Comprehension in a Variety of Texts

- Identify beginning, middle and end of a story.
- Predict, confirm and draw conclusions while reading.
- Differentiate cause from effect.
- Distinguish non-fiction from fiction and fact from opinion.
- Draw conclusions.
- Summarize to demonstrate understanding.
- Make connections between personal experience and text.
- Use inference for character understanding.
- Develop alternate ending for a fictional story.

Reading: Foundational Skills

Print Concepts

- Match oral word to printed word.
- Identify print that carries different messages.
- Identify different features of a sentence (capitalization, ending punctuation).

Phonological Awareness

- Isolate initial, medial and final sounds in single-syllable words.
- Distinguish between long and short vowel sounds in spoken one-syllable words.
- Add, delete and change target sounds to change words.
- Orally blend individual sounds to produce one-syllable words.
- Form rhyming words including consonant blends.
- Show understanding of word families.
- Understand and form contractions.

Phonics and Word Recognition

- Review common consonant digraphs.
- Review long vowel sounds using final –e and vowel teams.
- Review that every syllable must include a vowel.
- Break two-syllable words into single syllables.
- Review irregularly spelled words.

Fluency

- Read with purpose, understanding, rate and accuracy.
- Self- correct and confirm words by using context.
- Recognize high frequency words.

Writing

Text Types and Purposes

- Write informative/explanatory text supplying details.
- Write narrative with details and properly sequenced events.
- Write responses to reading.
- Construct personal correspondence.
- Use writing process – prewriting (graphic organizers), writing, drafting, revising, editing proofreading and presenting.
- Make connections text to text, text to self, text to world.

Speaking

Comprehension and Collaboration

- Retell a story or relate personal experience in logical sequence with details.
- Follow directions.

Presentation of Knowledge and Ideas

- Describe people, places, things and events clearly.
- Clarify ideas through illustration.

1st Grade Language Arts Curriculum Overview (cont.)

Language

Conventions of Standard English

- Use conventional standards of English when speaking and writing.
- Print all capital and lower case letters.
- Understand common, proper and possessive nouns.
- Use personal, possessive and indefinite pronouns.
- Understand basic verb tense for past, present and future.
- Review adjectives, conjunctions, articles and demonstratives.
- Review basic capitalization rules.
- Review basic punctuation – periods, questions marks, exclamation marks.
- Use conventional spelling rules for common and irregularly spelled words.
- Write in complete sentences and identify and correct incomplete sentences.

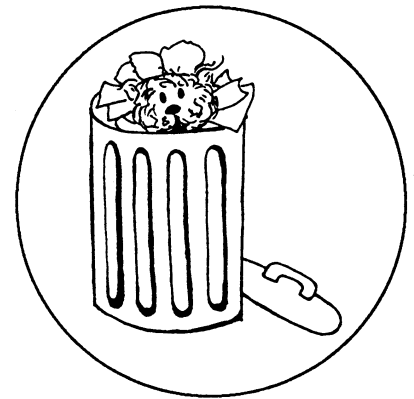
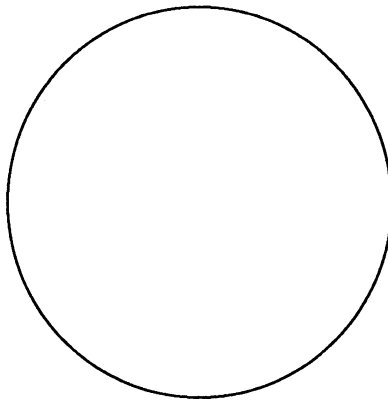
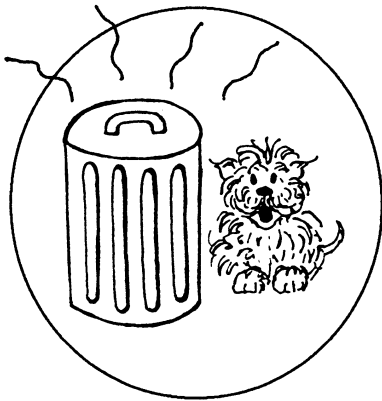
Vocabulary Acquisition and Use

- Use context clues to determine unknown word meanings.
- Use knowledge of prefixes and suffixes to arrive at unknown word meanings.
- Use knowledge of individual words to determine meaning of compound words.
- Categorize and classify words.
- Define words by their key attributes.
- Show knowledge of antonyms and synonyms.
- Show knowledge of basic dictionary skills.
- Use vocabulary and phrases learned through being read to and through conversation.

Lesson #17



DeMarco's dog is very funny. He gets in a lot of trouble. What do you think happened in the middle bubble? Draw it below.



Use the picture bubbles to fill in the story frame below.

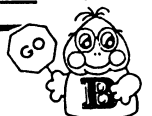
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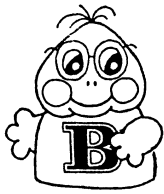
This story is about a _____ dog.

A problem starts when _____

Next, _____

The story ends when _____



Lesson #30

Who are your friends? What makes them good friends? The story below is called Friendship. Read this story to find out what it means to be a good friend.

Friendship

Friends come in all shapes and sizes. Not all friends look the same. A friend can be someone who looks just like you, or someone who looks very different. For example, if you are a girl, your friend could be a boy. If you have dark skin, your friend could have light skin. If you have blonde hair, your friend could have dark hair. All the things that describe you or your friends are called **traits**. Traits tell what a person looks like and acts like.

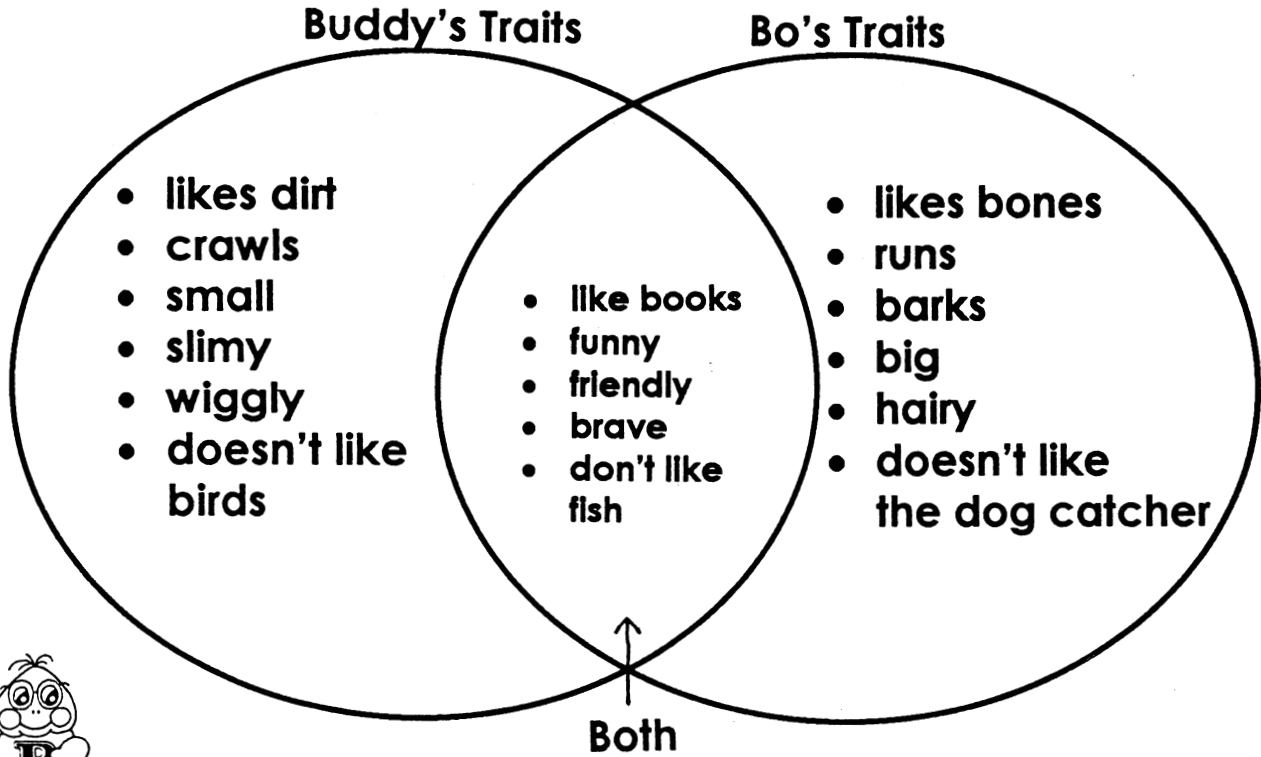
There are many traits good friends share. Good friends are caring. A good pal will give hugs and listen when others get hurt or feel bad. Good friends share. A friend will share books, toys, and ideas, even when he or she doesn't feel like it. Although friends may be different, they are special to each other.



Lesson #30 Continued



Look at the Venn Diagram below. It tells about some of Bo's traits and some of Buddy's traits. It also tells about the traits they both have.



Name 2 traits that both Buddy and Bo share.

Name 2 traits that only Buddy has.

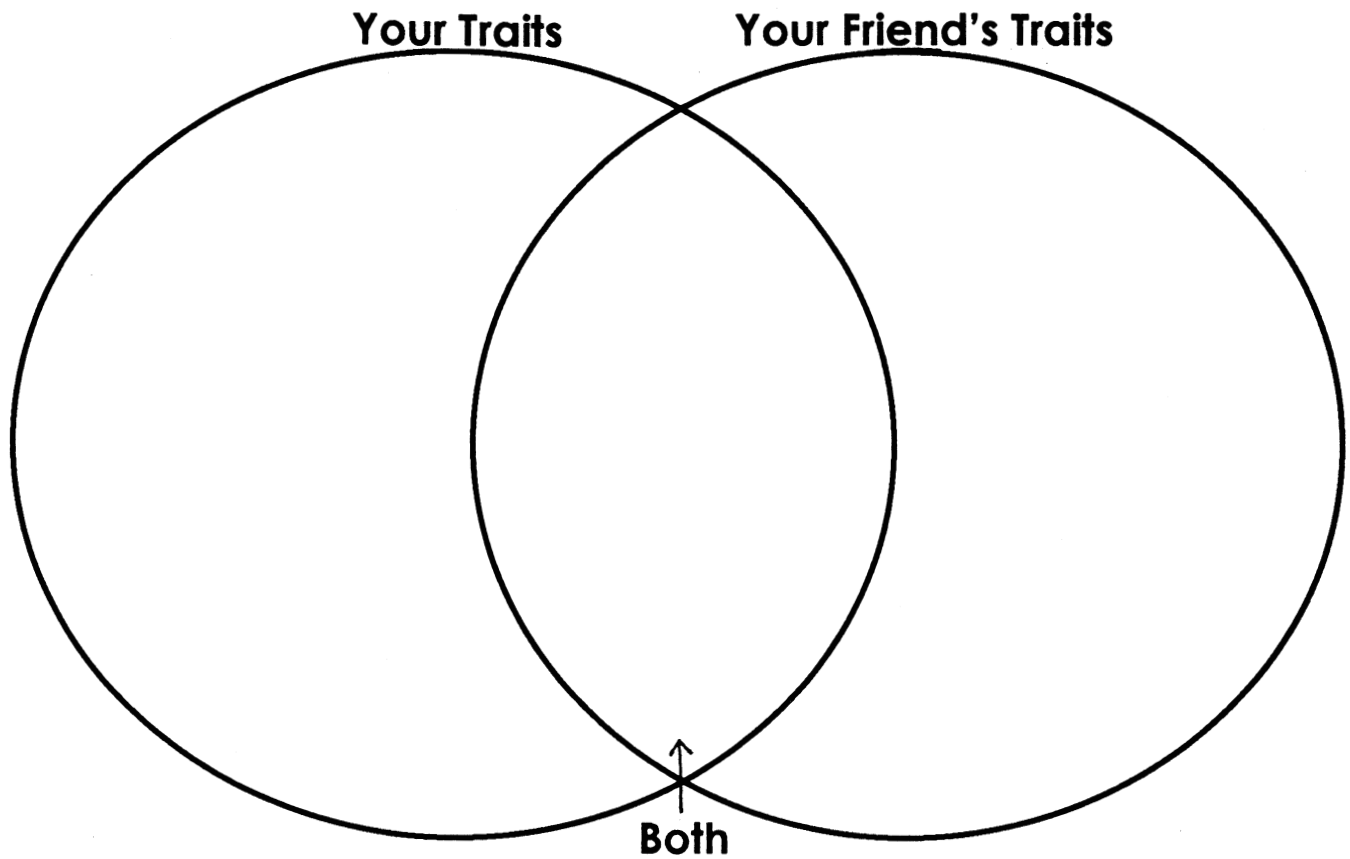
Name two traits that only Bo has.



Lesson #30 Continued



It's your turn to use the Venn Diagram. Use one circle below to list the traits that describe you. Then use the other circle to list the traits that describe one of your friends. Be sure to include the traits you have in common in the center.



Lesson 17

Accept any picture and story that tells how DeMarco's dog got into the trash can.

- br: braid, broom, brown
- cr: crying, crab
- dr: drain, drip
- fr: frog, fruit
- gr: grass, green
- pr: prune, press
- tr: train, tree

Lesson 18

1. snuggled under covers; closed eyes
2. yes; it was morning when eyes opened
3. answers will vary

picture of ice cream cone

Lesson 19

writing process: answers will vary

Lesson 20

1. Bo
2. Bo- (picture clue) black dog with white paint stripe (story clues) "That little black dog loves to dig in my garden." "The only thing I've seen today is a great big skunk."
3. no- the picture shows a dog with a white paint stripe on its back and/or skunks don't usually dig in gardens
4. dogs love to dig and/or he was trying to hide a bone
5. yes- he's covered with paint / Mrs. Plant may call his owners / he was digging
6. answers will vary

characters: Bo, Mr. & Mrs. Plant, painters setting- where? Maple Street when? Tuesday problem: Mrs. Plant's Garden is dug up and/or Bo is covered with paint solution: Mr. & Mrs. Plant discovered that Bo dug the holes

Lesson 21

Jed, sled, red, Fred, shed, bed

a, o, a, a, a, e, a, e, a, a, a

remaining letters will be circled

animals	food	people	places
1. dog	1. corn	1. doctor	1. home
2. cow	2. popcorn	2. teacher	2. school
3. pet	3. apple	3. girl	3. house
4. cat	4. bean	4. boy	4. office
5. horse	5. peanut	5. mom	5. moon

I like eating watermelon in the summer.

Lesson 22

1. no
2. lunch
3. 4 steps
4. Put your sandwich on a plate and eat up!

"Fish For It"

Lesson 23

1. N- gives true information
2. F- a glove cannot a house for a man
3. N- gives true information
4. F- lizards don't like lollipops
5. answers will vary

Lesson 24

1. Grandma's Silly Squirrels...
2. One night two naughty squirrels...
3. The next day, Grandma Flo noticed...
4. Instead of her bird friends...
5. Grandma Flo thought and thought...
6. answers will vary

Lesson 25

answers will vary
answers will vary

answers should refer to text

September, October, November, December (story clue: "In the fall...")

a healthy food or beverage

answers will vary

Apple seeds are planted and a tree grows from the seeds. The tree then grows flowers. These flowers are called blossoms. Apples grow from the blossoms on the apple tree.

answers will vary

Lesson 26

times will vary

(1) igloo (2) pick (3) fishing (4) inside (5) mittens (6) pink (7) artist

short i words. answers will vary

The pool is open until dark. Can we go swimming after dinner?

new sentence: answers will vary

(1) before (2) after (3) after (4) before (5) before

Lesson 27

1. /// (d-o-g) (f-r-o-g) 4. (s-n-ai-l) /// (n-ai-l)
2. (b-r-e-a-d) /// (b-e-d) 5. /// (c-a-n) (c-a-n-d-le)
3. (ch-ai-r-s) /// (h-ai-r)

Across

1. cup
5. umbrella
8. truck
9. cub

Down

2. under
3. tub
4. duck
6. luck
9. pup
10. button

(bat), sat, that, cat, splat

"Match-It"

Lesson 28

autobiography: answers will vary

peep	five	six	cute
as	nut	bee	tell
not	sit	go	say
set	pop	tie	toe

long vowel words: peep, five, bee, go, tie, cute, say, toe
short vowel words: as, not, set, nut, sit, pop, six, tell

Lesson 29

- sh: short, shark, ship, shoes
- ch: chin, chick, chair, cheese
- th: thread, thud, three, thumb
- wh: whisper, whistle, white, wheat

sentences 1-4: quotation marks should be written in boxes

sentences 1-5: all quotation marks should be circled

apple	elephant	igloo	octopus	umbrella
has	left	give	box	luck
am	red	big	top	mud
have	then	with	dot	under
fat	letter	little	stop	luck
back	let	this	fox	stuck

Lesson 30

Accept any two choices from each group.

- both: like books, funny, friendly, brave, don't like fish
- only Buddy: likes dirt, crawls, small, slimy, wiggly, doesn't like birds
- only Bo: likes bones, runs, barks, big, hairy, doesn't like the dog catcher

venn diagram and story: answers will vary