

**English Language Arts Curriculum – Grade One  
Diocese of Cleveland  
2013**

**Language: Handwriting**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

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.

DOC: English Language Arts, DOC: Grade 1, III: Writing Conventions

B. Handwriting

- 2. Demonstrate consistent letter size by using headline, midline, baseline.
- 3. Space letters, words, and sentences appropriately.
- 4. Use correct strokes to form letters, slant and position papers. Properly, sit in a good writing position, and correctly hold a pencil.

**Essential Questions**

1. How is written language different from spoken language?
2. How do writing conventions help me understand my thoughts and feelings?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

**Content**

**The students will know**

1. Uppercase letters
2. Lowercase letters
3. Letter size – headline, midline, baseline.
4. Spacing of letters, words, sentences
5. Correct strokes
6. Correct paper position
7. Correct way to hold pencil

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Print legibly.
2. Print all uppercase and lowercase letters correctly.
3. Demonstrate consistent letter size by using headline, midline, and baseline.
4. Space letters, words, and sentences appropriately.
5. Use correct strokes to form letters, slant and position papers properly, sit in a good writing position, and correctly hold a pencil.

**Common Core Vocabulary**

1. Uppercase letters
2. Lowercase letters
3. Line
4. Curve
5. Circle
6. Spacing
7. Left
8. Right

**Additional Vocabulary**

**Learning Experiences (Suggested)**

**Assessment (Suggested)**

<ol style="list-style-type: none"> <li>1. Beginning Year Activity. Children will practice letter formation on interactive white board, in sand, shaving cream, in the air, on student white boards.</li> <li>2. Initial Activity. Children will practice the proper way to write by <ol style="list-style-type: none"> <li>a. practicing the strokes that are used to form letters</li> <li>b. correctly positioning paper on the writing surface</li> <li>c. maintaining the correct posture for writing</li> <li>d. correctly holding the writing instrument</li> </ol> </li> <li>3. Ongoing Process. Children will practice and use the correct strokes to form letters, position papers properly, sit in a good writing position, and hold the pencil correctly in all writing activities throughout the school year.</li> </ol> <p> <a href="#">Handwriting Practice Sheets</a>  <a href="#">Specialized Handwriting Papers</a>  <a href="#">Practice letter writing with use of a class pen pal</a> </p>	<p><b>Ongoing Handwriting Assessment</b>  <b>Formative: Observation</b>  Children will practice and use the correct strokes to form letters, position papers properly, sit in a good writing position, and hold the pencil correctly in all writing activities throughout the school year.</p>
<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Internet Resources  <a href="#">Handwriting strategies</a>  <a href="#">Zaner-Bloser's free materials</a> </li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> </ul>

**English Language Arts Curriculum – Grade One**  
**Diocese of Cleveland**  
**2013**

**Language: Spelling**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- 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).

**Essential Questions**

1. Why is it important for me to spell correctly?
2. In what ways are words connected to real-life?
3. Why should I sort words into categories?

**Content**

**The students will know**

1. Sight words
2. Unfamiliar words
3. Irregular words
4. Word meanings
5. Attributes
6. Categories
7. Segmenting
8. Sounding out
9. Matching word parts
10. Suffixes
11. Plurals
12. Contractions

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Create phonetically spelled written work that can usually be read by the writer and others.
2. Spell unfamiliar words using strategies such as segmenting, sounding out, and matching familiar words and word parts.
3. Explain word relationships and nuances in word meanings.
4. Sort words into categories to gain a sense of the concepts the categories represent.
5. Define words by category and by one or more key attributes.
6. Spell words correctly with suffixes, plurals, and contractions.
7. Identify real-life connections between words and their use.
8. Print legibly, spacing letters, words, and sentences appropriately.

**Common Core Vocabulary**

**Additional Vocabulary**

1. Sight words	
2. Unfamiliar words	
3. Irregular words	
4. Word meanings	
5. Attributes	
6. Categories	
7. Segmenting	
8. Sounding out	
9. Matching word parts	
10. Suffixes	
11. Plurals	
12. Contractions	

<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
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<ol style="list-style-type: none"> <li>1. Class Activity. Children will play Stand and Spell in order to develop skill in spelling words. <ol style="list-style-type: none"> <li>a. Each child will have a card with one letter of the alphabet on it. Children will also have an additional card with one vowel written on it.</li> <li>b. Call out one word at a time from your weekly spelling list, or words closely related to the spelling words. Children holding the letters in that word will come to the front of the classroom and arrange themselves in the correct order.</li> <li>d. Children will trade letters so that those with infrequently used letters may get a turn with more common ones.</li> </ol> </li> <li>2. Class Activity. Children will play Identify Riddles in order to develop word recognition. (Create a set of cards with a noun on each taken from the first grade spelling words or from another spelling book.) <ol style="list-style-type: none"> <li>a. Each child will be given one card that they will keep with their words face down on the desk so no one else will see it.</li> <li>b. Each child will think of clues to describe the word, which now becomes its identity.</li> <li>c. Children will come to the front of the class and give the class clues about who or what their word is. For example, if his word is barn, he might say: I am the home for some animals. Many times I am red. You can see me on a farm.</li> <li>d. The first child to name the word and spell it correctly then goes to the front with his/her word. (Activity continues so all children have an opportunity to present their words. This may be repeated throughout the year as new words are learned.)</li> </ol> </li> <li>3. Cooperative Group Work. Using a variety of manipulatives and other resources, children will work with a partner to spell words correctly.</li> <li>4. Class Activity. Children write spelling words in shaving cream on their desks.</li> <li>5. Class Activity. Children will practice spelling words by writing them in the air, in sand or on a small white board.</li> </ol>	<p><b>Stand and Spell</b> <b>Formative: Observation</b> Children will exhibit skill in spelling words when engaged in the Stand and Spell activity played throughout the year.</p> <p><b>Identify Riddles</b> <b>Formative: Observation</b> Given a card with a noun on it, each child will be asked to think of clues to describe the word, which now becomes its identity. One at a time, children will come to the front of the class and give the class clues about who or what their word is.</p> <p><b>Let's Spell</b> <b>Formative: Cooperative Group Work</b> Using a variety of manipulatives and other resources, children will work with a partner to spell words correctly.</p> <p><b>I Can Spell</b> <b>Formative: Observation</b> Children will practice spelling words by writing them in the air, in sand or on a small white board.</p>
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[Online Spelling Games #1](#)  
[Online Spelling Games #2](#)  
[Starfall](#)  
[edHelper](#)  
[Gamequarium](#)

Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Literature Connection  <b>The Napping House</b> by Audrey Wood and Don Wood  <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by Don Wood  <i>King Bidgood's in the Bathtub</i> by Audrey Wood and Don Wood  <i>Piggies</i> by Audrey Wood and Don Wood  <i>Letting Swift River Go</i> by Jane Yolen and Barbara Cooney  <i>The Butterfly</i> by Patricia Polacco</p> <p>3. Internet Resources  <a href="#">Literacy Skills</a>  <a href="#">Spelling Strategies</a>  <a href="#">Mr. Nussbaum's Site</a>  <a href="#">How to teach spelling well</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p>Rights of Children</p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> </ul>

**English Language Arts Curriculum – Grade One**  
**Diocese of Cleveland**  
**2013**

**Language: Vocabulary Acquisition and Use**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Literature Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Informational Text Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills Phonological Awareness RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 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).

5. 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).

**Essential Questions**

<ol style="list-style-type: none"> <li>1. Why is vocabulary important?</li> <li>2. How do affixes and inflections affect word meaning?</li> <li>3. How can I find the meaning of unfamiliar words from context clues?</li> </ol>	
<p><b>Content</b>  <b>The students will know</b></p>	<p><b>Skills</b>  <a href="#">Bloom's Taxonomy</a>  <a href="#">DOK Links</a>  <b>The students will be able to</b></p>
<ol style="list-style-type: none"> <li>1. Long and short vowel sounds</li> <li>2. Single-syllable words</li> <li>3. Two-syllable words</li> <li>4. Blending sounds (phonemes)</li> <li>5. Consonant blends</li> <li>6. Initial, medial vowel, and final sounds</li> <li>7. Root words</li> <li>8. Inflectional forms</li> <li>9. Affixes</li> <li>10. Word categories</li> <li>11. Word attributes</li> <li>12. Context clues</li> <li>13. Words that suggest feelings</li> <li>14. Words that appeal to the senses</li> <li>15. Meaning of words and phrases in a text</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>2. Orally produce single-syllable words by blending sounds (phonemes) and consonant blends.</li> <li>3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>4. Identify the complete sequence of individual sounds (phonemes) in spoken single-syllable words.</li> <li>5. Decode two-syllable words.</li> <li>6. Identify and read root word and their inflectional endings to determine the meaning of a word.</li> <li>7. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>8. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words.</li> <li>9. Recognize that words can sound alike but have different meanings.</li> <li>10. Define words by category.</li> <li>11. Classify words into categories.</li> <li>12. Define words by one or more key attributes.</li> <li>13. Recognize relationship between spoken word and written language.</li> <li>14. Identify real-life connections between words and their use.</li> <li>15. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>16. Read prose and poetry of appropriate complexity for grade 1.</li> <li>17. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>18. Print legibly, spacing letters, words, and sentences appropriately.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>

<ol style="list-style-type: none"><li>1. Long and short vowel sounds</li><li>2. Single-syllable words</li><li>3. Two-syllable words</li><li>4. Blending sounds (phonemes)</li><li>5. Consonant blends</li><li>6. Initial, medial vowel, and final sounds</li><li>7. Root words</li><li>8. Inflectional forms</li><li>9. Affixes</li><li>10. Word categories</li><li>11. Word attributes</li><li>12. Context clues</li><li>13. Words that suggest feelings</li><li>14. Words that appeal to the senses</li></ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>

<ol style="list-style-type: none"> <li>1. Class Activity. Children will listen to an age-appropriate story from literature and/or from an informational text. As the story or text is read, they will try to understand the meaning of 3 or 4 unfamiliar words in the story context.       <ol style="list-style-type: none"> <li>a. Children will repeat the word.</li> <li>b. Children will listen to the meaning of the word stated in student-friendly language.</li> <li>c. Children will hear the word used in contexts that are different than the story/text context.</li> <li>d. Children will say the word again.</li> <li>e. Children will write the word in their word log and write or draw a definition so that they will remember the word. (Repeat steps for each word.)</li> </ol> </li> <li>2. Class Activity. Write a list of five single-syllable words on the Smart Board. Children will point out the initial consonant sound, the vowel and the rest of the syllable. Repeat the word and then repeat the process for each word. Using another list of words, children will read aloud with the teacher. Finally, children will take out one letter from the word and replace it with another to make a new word. Repeat the process of making new words out of each initial word. (For example: fit – it – s → sit.)</li> <li>3. Cooperative Group Work. Children will work with a partner on another list of words and follow the steps used in the above class activity to make new words.</li> <li>4. Class Activity. Read Curious George's First Day of School by H. A. Rey. After reading the story to the class, children will name all of the words in the story that contain the vowel a in a word bank. Using a three-column chart (such as hat – ball – cake) children will:       <ol style="list-style-type: none"> <li>a. Read a word in the word bank.</li> <li>b. Decide what sound the "a" makes.</li> <li>c. Match the "a" sound to one of the a sounds in the chart.</li> <li>d. Write the word in the chart. (This activity can be repeated using other long and short vowels.)</li> </ol> </li> <li>5. Class Activity. Using a set of cards that have base words with affixes and inflections written on them, children will take turns reading the word on a card and deciding which are the base words. Set these in a pocket chart. They will read and place the remaining cards under the corresponding base word while saying the base and the affix and/or inflection.</li> <li>6. Cooperative Group Work. Working with a partner and a set of word cards, children will identify the base words and corresponding affix and/or inflection. Partners will read their results to the class.</li> </ol>	<p><b>Learning New Words</b>  <b>Formative: Class Work</b>        Children will read 3 or 4 unfamiliar words in a story context and determine its meaning. They will:</p> <ol style="list-style-type: none"> <li>a. Say the word.</li> <li>b. Explain the word in their own words.</li> <li>c. Use the word in contexts that are different than the story/text context.</li> <li>d. Say the word again.</li> <li>e. Write the word in their word log and write or draw a definition so that they will remember the word.</li> </ol> <p><b>Creating New Words</b>  <b>Formative: Cooperative Group Work</b>        Given a list of words, children will work with a partner to make new words by taking out one letter from the word and replacing it with another.</p> <p><b>Base – Affix – Inflection</b>  <b>Formative: Class Work</b>        Using a set of cards that have base words with affixes and inflections written on them, children will take turns reading the word on a card and deciding which are the base words. They will place these in a pocket chart. They will then read and place the remaining cards under the corresponding base word while saying the base and the affix and/or inflection.</p> <p><b>Base Words – Affixes – Inflections</b>  <b>Formative: Cooperative Group Work</b>        Working with a partner and a set of word cards, children will identify the base words and corresponding affix and/or inflection. Partners will read their results to the class.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Color Me A Rhyme</i> by Jane Yolen  <i>Hailstones and Halibut Bones</i> by Mary O'Neill  <i>Curious George's First Day of School</i> by H.A. Rey  <i>Curious George Takes a Train</i> by H. A. Rey, Margret Rey and Martha Weston  <i>Curious George and the Birthday Surprise</i> by H. A. Rey, Margaret Rey and Martha Weston  <i>My Book of Writing Words: Learning about Consonants and Vowels</i> by Kumon Publishing  <i>Harold and the Purple Crayon</i> by Crockett Johnson  <i>Where the Wild Things Are</i> by Maurice Sendak  <i>Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business</i> by Esphyr Slobodkina</p> <p>3. Internet Resources  <a href="#">Literacy Skills</a>  <a href="#">Vocabulary Practice Games</a>  <a href="#">Vocabulary Strategies</a>  <a href="#">Brain Pop Junior</a>  <a href="#">Vocabulary Practice Games</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> </ul>
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**English Language Arts Curriculum–Grade One**  
**Diocese of Cleveland**  
**2013**

**Developing Speaking and Listening Skills**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Literature

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Informational Text

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and

sufficiency of the evidence.

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

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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 conversations 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

#### Essential Questions

1. How do I show that I am a good listener?
2. In what ways is spoken language different from written language?
3. Why am I speaking and what am I trying to say?
4. How does my body language speak to my audience?
5. How do good speakers express their thoughts and feelings? Why is a good speaker easy to follow?
6. How does what I say and how I listen show my respect for human dignity?

**Content**

**Skills**

<p><b>The students will know</b></p>	<p><a href="#"><u>Bloom's Taxonomy</u></a> <a href="#"><u>DOK Links</u></a> <b>The students will be able to</b></p>
<ol style="list-style-type: none"> <li>1. Collaborative conversations</li> <li>2. Pace</li> <li>3. Volume</li> <li>4. Rules for discussions</li> <li>5. Directions</li> <li>6. Questions</li> <li>7. Active listening</li> <li>8. Nonverbal modes of communication</li> <li>9. Presentations</li> <li>10. Visual displays</li> <li>11. Key details</li> <li>12. Thoughts</li> <li>13. Feelings</li> <li>14. Ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Use active listening and respond to speakers, stories, poems, and songs.</li> <li>2. Identify and respond appropriately to nonverbal modes of communication.</li> <li>3. Connect what is heard with prior knowledge and experience.</li> <li>4. See likeness and differences of experience to what is said or read.</li> <li>5. Listen with courtesy and open-mindedness.</li> <li>6. Follow simple and multi-step oral directions.</li> <li>7. Participate in collaborative discussions with peers about grade-level topics.</li> <li>8. Speak clearly and at an appropriate pace and volume.</li> <li>9. Listen appropriately, share opinions, and ask questions for clarification.</li> <li>10. Ask questions to clarify meaning of concepts presented.</li> <li>11. Deliver informal descriptive or informational presentations about ideas or experiences using drawings or other visual displays.</li> <li>12. Deliver simple dramatic presentations.</li> <li>13. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>14. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>15. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>16. With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>17. Print legibly, spacing letters, words, and sentences appropriately.</li> </ol>
<p><b>Common Core Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Collaborative conversations</li> <li>2. Pace</li> <li>3. Volume</li> <li>4. Rules for discussions</li> <li>5. Directions</li> <li>6. Questions</li> <li>7. Active listening</li> <li>8. Nonverbal modes of communication</li> <li>9. Presentations</li> <li>10. Visual displays</li> <li>11. Key details</li> <li>12. Thoughts</li> <li>13. Feelings</li> <li>14. Ideas</li> </ol>	<p><b>Additional Vocabulary</b></p>
<p><b>Learning Experiences (Suggested)</b></p>	<p><b>Assessment (Suggested)</b></p>
<ol style="list-style-type: none"> <li>1. Introduction. Prior to the first lesson of this unit, children will review some simple discussion rules. Namely:       <ol style="list-style-type: none"> <li>a. Listen carefully to what others say.</li> <li>b. Ask questions if you need more information.</li> </ol> </li> </ol>	<p><b>Let's Discuss</b> <b>Formative: Class Work</b> After listening to a story or a book, the children will discuss the story or book by sharing their answers to a number of questions</p>

<p>c. Wait your turn to talk. d. Raise your hand to share and be patient.</p> <p>2. Class Activity. Read a grade-appropriate book (literature or informational) to provide children with material for a class discussion. Children will listen carefully so they are ready to discuss the book. Children will discuss the main character/topic and setting of the book. They will respond to a series of questions about the book, such as:</p> <p>a. Who is the main character? What is the main topic? b. Where does the story/event take place? c. What do you like most about _____? Why? d. What do you like least about _____? Why?</p> <p>3. Individual Activity. Individual children will take turns reading a book or a poem to the class to encourage speaking clearly and at an appropriate pace and volume.</p> <p>4. Individual Activity. Children will record their own voice reading a story or poem. Using the recording, each child will assess his/her ability to speak clearly and at an appropriate pace and volume.</p> <p>5. Class Activity. Using felt-board characters based on a familiar story, children will retell the story using the characters.</p> <p>6. Clap When You Hear It. During a book discussion or read aloud, children will listen and focus on the concept being presented. They will listen for something specific such as a character name and clap each time they hear it. (Repeat this activity throughout the year using other content areas).</p> <p> <a href="#">Poetry!</a></p> <p> <a href="#">Tonque Twisters and Rhymes!</a></p>	<p>about the main character/topic and setting.</p> <p><b>Speaking to My Class</b> <b>Formative: Oral Assessment</b> Children will take turns reading a book or a poem to the class paying special attention to speaking clearly and at an appropriate pace and volume.</p> <p><b>Retelling A Story</b> <b>Formative: Observation</b> Using felt-board characters based on a familiar story, children will retell the story using the felt characters to describe the connection between two individuals, events, ideas, or pieces of information in story.</p> <p><b>Listening with Care</b> <b>Formative: Observation</b> Children will listen to and focus on a concept being presented by carefully listening for something specific such as a character name and clap each time they hear it. (Repeat this activity throughout the year using other content areas).</p>
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<p><b>Resources (Suggested)</b></p> <p>1. iPad Resources</p> <p>2. Literature Connection <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema <i>Chicken Man</i> by Michelle Edwards <i>Shiloh</i> by Phyllis Naylor <i>The Indian in the Cupboard</i> by Lynne Reid Banks <i>The Wind in the Willows</i> by Kenneth Grahame <i>Cars</i> by Disney Book Group <i>The Lonely Lake Monster (The Imaginary Veterinarian)</i> by Suzanne Selfors and Dan Santat <i>Squirrel's Fun Day</i> by Lisa Moser and Valeri Gorbachev</p> <p>3. Internet Resources</p> <p> <a href="#">Jan Brett's website for making masks!</a></p> <p> <a href="#">Speaking and Listening Ideas!</a></p> <p> <a href="#">Brain Pop Junior!</a></p> <p> <a href="#">Teacher Created Resources!</a></p> <p> <a href="#">Writing, Speaking, Listening Activities!</a></p>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> </ul>
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# English Language Arts Curriculum – Grade One

## Diocese of Cleveland

### 2013

#### Language: Sentence Structure and Composition

#### Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Reading: Foundational Skills Print Concepts RF.1.1. Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Speaking and Listening 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

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

- 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.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- 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.

#### Essential Questions

<ol style="list-style-type: none"> <li>1. How is written language different from spoken language?</li> <li>2. How do writing conventions help me express my thoughts and feelings?</li> <li>3. Why is it important for me to know the distinguishing features of a sentence?</li> <li>4. Why is correct spelling and grammar important in writing sentences?</li> </ol>	
<b>Content</b> <b>The students will know</b>	<b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> <b>The students will be able to</b>
<ol style="list-style-type: none"> <li>1. Capitalization</li> <li>2. Punctuation</li> <li>3. Prepositions</li> <li>4. Consonant</li> <li>5. Vowel</li> <li>6. Comma</li> <li>7. Noun</li> <li>8. Verb</li> <li>9. Pronoun</li> <li>10. Adjective</li> <li>11. Adjective placement</li> <li>12. Determiner</li> <li>13. Conjunctions</li> <li>14. Declarative sentence</li> <li>15. Imperative sentence</li> <li>16. Interrogative sentence</li> <li>17. Exclamatory sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish nouns as people, places, or things.</li> <li>2. Identify nouns in sentences.</li> <li>3. Categorize nouns as proper or common nouns.</li> <li>4. Use correct capitalization when writing proper nouns.</li> <li>5. Recognize a possessive noun as a noun showing ownership.</li> <li>6. Use an apostrophe correctly when writing possessive nouns.</li> <li>7. Use singular and plural nouns with matching verbs in basic sentences.</li> <li>8. Identify and use correctly personal, possessive, and indefinite pronouns in sentences.</li> <li>9. Identify a verb as an action word.</li> <li>10. Use correct verb tenses in writing and speaking.</li> <li>11. Distinguish between like verbs by defining them or acting out their meanings.</li> <li>12. Identify an adjective as a word describing a noun.</li> <li>13. Use adjectives to add details to sentences.</li> <li>14. Use correct adjective placement.</li> <li>15. Use determiners in writing and speaking to reference a noun in sentences (e.g., articles, demonstratives).</li> <li>16. Identify the distinguishing features of a sentence.</li> <li>17. Use punctuation correctly.</li> <li>18. Use commas in dates and to separate single words in a series.</li> <li>19. Use correct capitalization.</li> <li>20. Produce and expand simple sentences using frequently occurring prepositions.</li> <li>21. Create compound sentences using frequently occurring conjunctions.</li> <li>22. Identify and use various types of sentences; simple and compound declarative, imperative, interrogative, and exclamatory.</li> <li>23. Print legibly.</li> <li>24. Illustrate consistent letter size.</li> <li>25. Space letters and words appropriately.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>

<ol style="list-style-type: none"><li>1. Capitalization</li><li>2. Punctuation</li><li>3. Prepositions</li><li>4. Consonant</li><li>5. Vowel</li><li>6. Comma</li><li>7. Noun</li><li>8. Verb</li><li>9. Pronoun</li><li>10. Adjective</li><li>11. Adjective placement</li><li>12. Determiner</li><li>13. Conjunctions</li><li>14. Declarative sentence</li><li>15. Imperative sentence</li><li>16. Interrogative sentence</li><li>17. Exclamatory sentence</li></ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>

1. Class Activity. As a class, children will create a list of nouns and a list of verbs.
  - a. For the nouns children identify whether it is naming a person, place, or thing. They will find items in the classroom that are nouns and write their name in columns labeled people, places, things.
  - b. Define verbs and create a list of verbs. Children will think of games they play, different sports, etc. to help them come up with a list of verbs.
2. Cooperative Group Work. As a follow-up to the above experience, children will work with a partner to cut out magazine pictures and sort them into the three noun categories (people, places, and things) and those that show an action (verb). Partners will share their work with the class.
3. Class Activity. Using a book such as *Jiggle, Wiggle, Prance* by Sally Noll, children will act out the different verbs found in the story. They will choose their favorite action verbs and use them to make sentences and/or write their own stories.
4. Class Activity. Children will bring in a special object from home, such as a stuffed animal. They will use the object to create a word web by describing the object. (Using the Activboard, write the name of the object in the middle, and at least five describing words in the web.) Using the web, children will write sentences using the describing words.
5. Class Activity. Bring several silly hats to school (plastic fire hat, chef's hat, beanie cap, sombrero, etc.) and put them on one at a time. Children will tell things about the hat (funny, big, fat, hard, colorful) and talk about how these words describe the hats. Finally, they will make or draw their own hat and use describing words to write about it.
6. Independent Work. Children will find a picture of an animal and create a "Wanted" poster using many adjectives to describe their animal. They will share their poster with the class.
7. Modeling Activity. Present children with a few simple sentences that are missing correct capitalization and end punctuation. Children will find the errors and correct them.
8. Independent Work. Given a list of sentences that are missing the correct capitalization, children will rewrite the sentence using the correct capitalization.
9. Cooperative Group Work. Working with a partner, children will share their sentences to decide if the sentences follow the rules for capitalization. Partners will share their sentences and point out the capitalization rule they used.
10. Class Activity. Using a book such as *Punctuation Takes A Vacation* by Robin Pulver, children will be introduced to the three basic end punctuation marks. Over several lessons, children will develop an understanding of when to use each of the end punctuation marks.
  - a. periods for telling sentences
  - b. question marks for questions
  - c. exclamation points for sentences showing strong emotion
11. Cooperative Group Work. Children will work with a partner to decide which punctuation mark should be used at the end of several given sentences. Partners will tell why they used the punctuation mark for a particular sentence.

## **Nouns and Verbs**

### **Formative: Cooperative Group Work**

Children work with a partner to cut out magazine pictures and sort them into the three noun categories (people, places, and things) and those that show an action (verb). Have partners share their work with the class.

## **Verbs**

### **Formative: Class Work**

Using a book such as *Jiggle, Wiggle, Prance* by Sally Noll, children will act out the different verbs found in the story. They will choose their favorite action verbs and use them to make sentences and/or write their own stories.

## **Describing My Favorite Animal**

### **Formative: Class Work**

Children will find a picture of an animal and create a "Wanted" poster using many adjectives to describe their animal. They will share their poster with the class.

## **Sentence Structure**

### **Formative: Class Work**

Given a list of sentences that are missing the correct capitalization, children will rewrite the sentence using the correct capitalization.

## **Using Correct End Punctuation**

### **Formative: Cooperative Group Work**

Children will work with a partner to decide which punctuation mark should be used at the end of several given sentences. The partners will tell the class why they used the punctuation mark for a particular sentence.

Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Literature Connection  <i>If You Were a Capital Letter</i> by Trisha Speed Shaskan  <i>If You Were a Period</i> by Nicholas M. Healy and Sara Gray  <i>If You Were an Exclamation Point</i> by Shelly Lyons and Sara Gray  <i>If You Were a Question Mark</i> by Shelly Lyons  <i>If You Were a Noun</i> by Michael Dahl and Sara Gray  <i>Incredible Ned: You Could See What He Said</i> by Bill Maynard  <i>Jiggle Wiggle Prance</i> by Sally Noll  <i>It's Hard to be a Verb</i> by Julia Cook  <i>If You Were an Adjective</i> by Michael Dahl and Sara Gray  <i>Beast Feast</i> by Douglas Florian</p> <p>3. Internet Resources  <a href="#">Supplemental Grammar Practice</a>  <a href="#">Books About Adjectives</a>  <a href="#">More Books About Adjectives</a>  <a href="#">Children's Books for Language Arts</a>  <a href="#">Noun Worksheets</a>  <a href="#">The Noun Song</a>  <a href="#">Action Verb Song for Kids</a>  <a href="#">Action Words - Flashcards</a>  <a href="#">Adjectives - Talking Flashcards</a>  <a href="#">Singular Plural - Talking Flashcards</a>  <a href="#">First Grade Fanatics</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**English Language Arts Curriculum – Grade One**  
**Diocese of Cleveland**  
**2013**

**Writing: Opinion**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

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

- 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.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- 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., I named my hamster Nibblet because she nibbles too much because she likes that).

**Essential Questions**

1. Why am I writing? For whom?
2. Where do ideas for writing come from?
3. How does my writing reflect my Catholic faith and values?

<b>Content</b> <b>The students will know</b>	<b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> <b>The students will be able to</b>
<ol style="list-style-type: none"> <li>1. Opinion writing</li> <li>2. Upper case letters</li> <li>3. Lower case letters</li> <li>4. Nouns</li> <li>5. Verbs</li> <li>6. Sentences</li> <li>7. Capitalization</li> <li>8. Punctuation</li> <li>9. Spelling</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate ideas for a selected topic.</li> <li>2. Formulate an opinion based on the topic.</li> <li>3. Use graphic organizers to clarify ideas for writing assignment.</li> <li>4. Supply reasons to support opinion.</li> <li>5. Compose an opinion piece with a clear introduction, body, and conclusion.</li> <li>6. Utilize a variety of digital tools to produce and publish writing.</li> <li>7. Correctly use capitalization and punctuation in writing.</li> <li>8. Use a variety of words and phrases.</li> <li>9. Spell high frequency words correctly.</li> <li>10. Spell unfamiliar words using strategies such as segmenting, sounding out, and matching familiar words and word parts.</li> <li>11. Write complete sentences using correct word order.</li> <li>12. Print legibly, spacing letters, words, and sentences appropriately.</li> <li>13. Generate ideas through discussion with others.</li> <li>14. Select a main idea for writing.</li> <li>15. Determine audience and purpose.</li> <li>16. Produce an initial draft.</li> <li>17. Reread own writing for clarity.</li> <li>18. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</li> <li>19. Edit to improve sentence fluency, grammar, and usage.</li> <li>20. Use checklists to improve quality of writing.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Topic</li> <li>2. Opinion</li> <li>3. Question</li> <li>4. Suggestion</li> <li>5. Upper case letters</li> <li>6. Lower case letters</li> <li>7. Nouns</li> <li>8. Verbs</li> <li>9. Audience</li> <li>10. Written language</li> <li>11. Spoken language</li> <li>12. Consonant</li> <li>13. Sentence</li> <li>14. Punctuation</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>

<p>1. Class Activity. Using a familiar topic, children will complete a graphic organizer listing their thoughts about the topic.</p> <p>a. What they like about the topic.</p> <p>b. What they do not like about the topic.</p> <p>After completing the graphic organizer, children will write two or three sentences stating why they do or do not like the topic. They will share their reasons with the class. (Explain that they have just stated their "opinions" about pets, not a fact or a story about pets.)</p> <p>2. Class Activity. Using another topic, such as "snack" continue working on the concept of opinion and extend the lesson to include stating the "reason" for an opinion which tells people why that is someone's opinion.</p> <p>Children will draw pictures of their favorite snack and write a sentence to express their opinion about the snack and give a reason for their opinion. (Repeat this activity on different occasions during the year and especially during special times of the year.)</p> <p>3. Extend the Lesson. After having read several books, children will choose a favorite book and draw a picture and write a sentence telling why this is their favorite book.</p> <p>4. Cooperative Group Work. The class will vote on a favorite sports team for class. Children will be grouped into "favorite sports team" groups. They will draw or complete a graphic organizer about their team and then will write an opinion statement about the team. They will share their opinions with the class.</p> <p><a href="http://storybird.com/">http://storybird.com/</a>  <a href="#">Topic Ideas for Opinion Writing</a>  <a href="#">Printable Graphic Organizers for Opinion Writing</a>  <a href="#">Printable Graphic Organizers for Opinion Writing</a>  <a href="#">Opinion Maps</a>  <a href="#">Writing Rubric</a></p>	<p><b>Writing Task</b>  <b>Formative: Class Work</b>  Using a familiar topic, children will complete a graphic organizer listing their thoughts about the topic.</p> <p>a. What they like about the topic.</p> <p>b. What they do not like about the topic.</p> <p>After completing the graphic organizer, children will write two or three sentences stating why they do or do not like the topic. They will share their reasons with the class.</p> <p><b>Reason For An Opinion</b>  <b>Formative: Writing Assignment</b>  Children will draw pictures of their favorite snack (or topic of their choice). They will write a sentence to express their opinion about the snack (or topic of their choice) and give a reason for their opinion. (Repeat this activity on different occasions during the year and especially during special times of the year.)</p> <p><b>My Favorite Book</b>  <b>Formative: Writing Assignment</b>  After having read several books, children will choose a favorite book. They will draw a picture and write a sentence telling why this is their favorite book.</p> <p><b>My Sports Team</b>  <b>Formative: Writing Assignment</b>  Group students into "favorite sports team" groups or have them work alone as appropriate. They will draw or complete a graphic organizer about their sports team and write an opinion statement about the team. They will share their statements with the class.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Animal Touch</i> by Kirsten Hall  <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst  <i>Earrings!</i> by Judith Viorst  <i>Shrek!</i> by William Steig  <i>Stellaluna</i> by Janell Cannon  <i>The Stinky Cheeseman</i> by Jon Scieszka  <i>Verdi</i> by Janell Cannon  <i>Like Jake and Me</i> by Mavis Jukes</p> <p>3. Internet Resources  <a href="#">Story Bird</a>  <a href="#">Story Starters</a>  <a href="#">Great Writing Resource</a>  <a href="#">Opinion Writing Techniques</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.</li> <li>❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
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**English Language Arts Curriculum – Grade One**  
**Diocese of Cleveland**  
**2013**

**Writing: Research**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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).

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 1, Language Conventions of Standard English

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

- 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.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- 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., I named my hamster Nibbles because she nibbles too much because she likes that).

**Essential Questions**

1. Why am I writing? For whom?
2. Where do ideas for writing come from?
3. How does research help my writing?
4. How does my writing reflect my Catholic faith and values?

**Content****The students will know**

1. Research
2. Upper case letters
3. Lower case letters
4. Nouns
5. Verbs
6. Sentences
7. Capitalization
8. Punctuation
9. Spelling

**Skills**[Bloom's Taxonomy](#)[DOK Links](#)**The students will be able to**

1. Discuss ideas for investigation about a topic or area of personal interest.
2. Access and select relevant information from print, video, and on-line sources.
3. Use books, observations, and interviews to gather relevant information.
4. Report information to others.
5. Utilize a variety of digital tools to produce and publish writing.
6. Correctly use capitalization and punctuation in writing.
7. Use a variety of words and phrases.
8. Spell high frequency words correctly.
9. Spell unfamiliar words using strategies such as segmenting, sounding out, and matching familiar words and word parts.
10. Write complete sentences using correct word order.
11. Print legibly, spacing letters, words, and sentences appropriately.
12. Generate ideas through discussion with others.
13. Select a main idea for writing.
14. Determine audience and purpose.
15. Use a graphic organizer to clarify ideas.
16. Produce an initial draft.
17. Reread own writing for clarity.
18. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
19. Edit to improve sentence fluency, grammar, and usage.
20. Use checklists to improve quality of writing.

**Common Core Vocabulary****Additional Vocabulary**

<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Credibility</li> <li>3. Accuracy</li> <li>4. Plagiarism</li> <li>5. Personal experiences</li> <li>6. Topic</li> <li>7. Question</li> <li>8. Suggestion</li> <li>9. Upper case letters</li> <li>10. Lower case letters</li> <li>11. Nouns</li> <li>12. Verbs</li> <li>13. Audience</li> <li>14. Written language</li> <li>15. Spoken language</li> <li>16. Consonant</li> <li>17. Sentence</li> <li>18. Punctuation</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Class Activity. Children will do a beginning stage of research by exploring topics in science, such as seasons of the year or different landforms, etc. Some students will learn about the seasons while others will learn about landforms. Using a basic four square graphic organizer with the topic in the middle and surrounded by 4 questions, the children will answer the questions either by drawing a picture or writing text. Using a program like <i>PebbleGo</i> (see Links), children will learn that research is all about asking questions. They will generate some sample questions about seasons (or...) and then they will learn how to explore the questions. When children seem to have enough information, they will go to the computer lab where <i>PebbleGo</i> was already loaded on their screens. They will now load in the information from their research. When completed, they will share their findings. (Similar research activities can be conducted at different times of the year.)</li> </ol> <p><a href="http://www.busyteacherscafe.com">http://www.busyteacherscafe.com</a>  <a href="#">Printable Graphic Organizers #1</a>  <a href="#">Printable Graphic Organizers #2</a></p>	<p><b>My Research</b>  <b>Formative: Writing Assignment</b>  Research activity in which students search out information about a topic and then work with a computer program to summarize their findings.</p>
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>

<ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Internet Resources  <a href="#">Story Bird</a>  <a href="#">Story Starters</a>  <a href="#">Great Writing Resource</a></li> </ol>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Option for the Poor and Vulnerable</li> <li>❖ The Dignity of Work and the Rights of Workers</li> <li>❖ Solidarity</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.</li> <li>❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
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# ENGLISH LANGUAGE ARTS CURRICULUM

## GRADE ONE

### CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

<b>DATE TAUGHT</b>	
<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print all upper- and lowercase letters.
	Use common, proper, and possessive nouns.
	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
	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).
	Use frequently occurring adjectives.
	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	Use determiners (e.g., articles, demonstratives).
	Use frequently occurring prepositions (e.g., during, beyond, toward).
	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize dates and names of people.
	Use end punctuation for sentences.
	Use commas in dates and to separate single words in a series.
	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>KNOWLEDGE OF LANGUAGE (begins in Grade 2)</b>	
<b>VOCABULARY ACQUISITION AND USE</b>	
	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.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	Use frequently occurring affixes as a clue to the meaning of a word.
	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<b>DATE TAUGHT</b>	
<b>VOCABULARY ACQUISITION AND USE CONTINUED</b>	
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	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).
	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	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.
	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).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	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.
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	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.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
	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).
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>RANGE OF WRITING (Begins in Grade 3)</b>	
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	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).
	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
	Ask questions to clear up any confusion about the topics and texts under discussion.
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

# PARENT GUIDE

## GRADE ONE ENGLISH LANGUAGE ARTS CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade One.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print all upper- and lowercase letters.
	Use common, proper, and possessive nouns.
	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
	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).
	Use frequently occurring adjectives.
	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	Use determiners (e.g., articles, demonstratives).
	Use frequently occurring prepositions (e.g., during, beyond, toward).
	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize dates and names of people.
	Use end punctuation for sentences.
	Use commas in dates and to separate single words in a series.
	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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<b>KNOWLEDGE OF LANGUAGE (begins in Grade 2)</b>	
<b>VOCABULARY ACQUISITION AND USE</b>	
	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.
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	Use frequently occurring affixes as a clue to the meaning of a word.
	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<b>VOCABULARY ACQUISITION AND USE CONTINUED</b>	
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	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).
	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	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.
	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).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	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.
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	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.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
	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).
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>RANGE OF WRITING (Begins in Grade 3)</b>	
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	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).
	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
	Ask questions to clear up any confusion about the topics and texts under discussion.
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)