

## Saint Paul Schools (2014-2015) - Course Curriculum Overview

**Course Title**

**1<sup>st</sup> Grade Language Arts**

**Grade**

**1**

**Course Length**

**2 semesters**

### Course Description

**First grade language arts** focuses on reading for comprehension in both fiction and non-fiction modes. Students continue to learn the writing process, applying their knowledge of the six writing traits to the four modes of writing. They also practice writing letters, poems, emails, invitations, and many other every day genres. The text, Reading Street, has many ideas for differentiated instruction, all of which could be used as bases for reading and writing centers.

Students learn about the structure of stories, how to decode words, the importance of using strong words in their writing, and conventions.

Reading and writing in the first grade should connect to students' lives as well as to the entire curriculum.

### Informational Knowledge Objectives

#### **Week 1. Introduction to School kids - Get to know each other**

- Arrival, transitions, lining up, moving through halls, recess, work sharing, whole group meetings, quiet time, cleanup, dismissal. How to welcome your students and set up your class is essential in starting the year making each and every child feel safe and cozy.
- Students and teachers will learn name and share interests, students will learn procedures of school.
- Students will generate ideas and procedures for using basic tools and materials for reading, math, art, recess, and writing, and will explore their use further in open ended activities.
- Students will learn how to sit properly, how to line up properly, and basic social skills needed to ensure a structured classroom while providing opportunities for the children to be independent for themselves.
- Students will be introduced to the daily calendar activities and know start to learn the days of the week and months of the year.
- Students will begin to learn the sounds of the alphabet a few letters at a time.

#### **Procedural Knowledge:**

- Students will be able to follow the schedule and routines of the school day and expectations for behavior in each of them.
- Students will be able to do a small activity building class cohesion through active participation.
- Students will be able to greet each other by name, often including handshaking, clapping, singing and other activities.

#### **Week 2: Kids get used to the class rules and get to know their peers.**

- This is a continuation of week 1.
- The goal of the second week is to continue creating a climate and tone of warmth and safety.
- Students will learn the schedule and routines of the school day and teachers expectations for behavior in each of them.

- Teacher will continue to introduce students to the physical environment and materials in the classroom and the school, and teach students how to use and care for them.
- Teacher will establish expectations about ways we will learn together in the year ahead.

### **Procedural Knowledge**

- Students will be able to say the names of their peers and shake hands and feel comfortable in their new class.
- Students will be able to put away and clean up after themselves.
- Students will know how to ask silently for the bathroom and water.
- Students will be able to write in their journals and read (DEAR) time.

### **Unit R. Volume 1. Sam**

- Identify things with the sounds /m/, /s/,/t/, and /a/
- Distinguish between initial and final /m/, /s/and /t/
- Students will know the high frequency words of the week a, green, I, see.
- Students will know how to recognize and describe a character in realistic fiction.
- Students will be introduced to nouns.
- Students will know that words are represented by a sequence of letters.
- Students will begin to recognize upper and lower case letters.
- Students will know how to distinguish between groups of letters and groups of words.
- Students will know and review consonants m /m/, s /s/, t /t/, and the vowel a /a/.

### **Procedural Knowledge**

- Students will be able to identify and name nouns.
- Students will be able to identify the setting in a story.
- Students will be able to match initial, medial, and final phonemes.
- Students will be able to write a complete sentence with nouns that name people, places, animals, and things. My \_\_\_\_\_ ate. The \_\_\_\_\_ is funny.

### **Suggested activities:**

- During Center time students will cut out pictures of nouns and paste them into their ELA journal.
- Students will practice writing the letter Mm on white boards during center time.
- Students will play memory with made of cards that are nouns and will need to match cards state that the picture is a noun.
- Students will think of words that start with the letter Mm and write them on the large white board as a center activity.
- Students will use the pocket chart to match pictures that start with the Mm, Tt, and Ss sounds.

### **Unit R. Volume 1. Snap**

- Students will identify and produce nouns.
- Students will write complete sentences with nouns that name sentences. They will also have a clear concept of home and families.
- Students will know and identify things with the sounds /m/, /s/, /t/, and /a/.
- Students will know the difference between initial and final /m/./s/, and /t/.

- Students will know how to blend, read, and spell words with the consonant c/k/ sound.
- Students will know how to use left- to –right progression when writing.
- Students will begin to learn that words are represented by sequence of letter.
- Students will review and learn the setting in a realistic fiction story.
- Students will learn the high frequency words of the week and add them to the word wall.
- Students will know how to write sentences with nouns that name places.
- Students will know how to decode words in isolation.
- Students will know how to retell a narrative.

**Procedural Knowledge:**

- Students will be able to produce a noun.
- Students will be able to associate the consonant n with the sound /n/.
- Students will be able to blend and read and spell words with n, and will be able to recognize the letter Nn.
- Students will start to be able to write clear and understandable sentences.
- Students will be able to write short a CVC words.
- Students will be able to write upper and lower case letters and identify them.

**Suggested Activities:**

- Students will use the pocket chart to make simple short a CVC words with provided letters and be able to sound out and blend each word slowly.
- Students will rainbow write the spelling words of the week and the high frequency words of the week in their ELA journals.
- Students will find high frequency words in the newspaper and circle them.
- Students will play bingo with the letter sounds.
- Students will draw on small white boards words that start with the sound /m/, /s/, /t/, and short /a/. Each day focus on a different sound.
- Students will paint pictures of things that start with the letters of the week.
- Students will read books in the library that are leveled and have simple CVC patterned words.

**Unit R. Volume 1. Tip and Tam**

- Introduce concepts, neighborhoods and friends.
- Students will know how to share information and ideas about the concept.
- Students will be introduced to realism and fantasy and begin to learn the difference.
- Students will know how to blend and read and spell words with the f, ff /f/ sounds.
- Students will know how to write the letter Ff.
- Students will know how to recognize the plot in realistic fiction.
- Students will know how to blend and read words with the /b/ sound.
- Students will know the high frequency words of the week: was, yellow, do, you, look.
- Students will know how to identify details and descriptions in a text.
- Student will learn how to recognize blend and read and name the letters Gg.
- Students will know how to blend, read, and spell words with the short /i/ sound.

**Procedural Knowledge:**

- Students will be able to recognize a plot in realistic fiction and verbally make up a plot of their own in a realistic fiction story.