

COURSE: ELA (Reading)
Grade Level: First Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Reading	Strategic Reading	What do you do when you don't know a word	Strategies for reading when they meet a word that they don't know	Use picture clues Decode simple words Look for little words or word chunks in larger words to decode Blank the work and read to the end of the sentence and go back – does it make sense? Get your mouth ready to make beginning sound of word Read on and look for context clues and ask what makes sense Take off endings, break up the word Rhyme associations	Running Records Observations Oral reading Class Observations Teacher /Student Conferences Self Assessment Checklist Home reading checklist	Early Early Mid All year Early All year Mid Early
	Phonemic Awareness	How will I use what I know about sounds to read words I don't know?	Phonemes can be manipulated to change a word	Isolate phonemes Identify phonemes that are the same Categorize phonemes Delete phonemes Isolate onset and rime Add phonemes Substitute phonemes Blend phonemes Segment phonemes Discriminate rhyming words Produce rhyming words Count the number of syllables in a word (up to 3)	Literacy Profile Classroom Observation Running Records Student /Teacher Interview	Sept – Oct. Review of Kind. skills
	Decoding- Phonics and Structural Analysis	How will I use what I know about letter and sounds to read words I don't know?	The relationship between sounds and their symbols and how this will help them read through a word	Identify graphemes: Consonants, short and long vowels, vowel digraphs, consonants blends & digraphs, r-controlled vowels, and diphthongs Read common word families by blending onset and rime in grade level words Decode grade level words using root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds Monitor and self correct accurately when reading	Word Family Lists Writers' Journal Literacy Profile Oral Reading Class Observation Running Records	Beginning and Ending Consonants – Sept –Oct. Vowels – Nov. Consonant Blends and Digraphs – Dec. Word Families – Nov. – Feb. Diphthongs, vowel digraphs, r- controlled vowels – April – June Plurals – adding s –

						Oct. Adding es, ed and ing – Feb. Contractions – March – June Compound Words - November
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Reading	Reading for understanding	<p>What do you know about this story?</p> <p>What are important things to know before, during and after reading?</p> <p>What is the main idea of the story?</p>	<p>How to read for meaning</p> <p>Read and understand what they read</p> <p>Identify, explain, and evaluate ideas, themes, and experiences from text</p> <p>Engage in pre-reading and reading activities in order to understand information across all content areas and standards</p>	<p>Picture walk and read titles and captions for information through shared , guided and independent reading</p> <p>Prediction</p> <p>Revise prediction as they read</p> <p>Retell the story in own words</p> <p>Answer literal questions about story</p> <p>Ask questions to monitor their understanding</p> <p>Read for different purposes</p> <p>Use graphic organizers</p> <p>Sequence events</p> <p>Summarize main ideas from informational text</p> <p>Follow simple written directions</p> <p>Use own perspectives and opinion to comprehend text</p> <p>Identify the author’s purpose (fiction and non-fiction)</p> <p>Find author, title, beginning, middle, end, supporting pictures</p> <p>Change the sequence of events in a story to create a different ending.</p> <p>Use comprehension strategies.</p> <p>Work cooperatively with peers to comprehend text.</p>	<p>Teacher Observation</p> <p>Partner reading</p> <p>Personal written and verbal responses to literature</p> <p>Reading Journal</p> <p>Running Records</p> <p>Self Assessment</p> <p>Free Choice independent reading</p> <p>Verbal Assessment</p> <p>Shared and interactive reading and responding</p> <p>Literacy circles- Literacy Profile</p> <p>Book Reports</p>	<p>Early</p> <p>Early Mid Mid – Late Early Mid</p> <p>Late Guided – Early Ind. –Mid Early Early – Mid</p> <p>Guided- Early Ind. – Late Mid</p> <p>Mid</p> <p>Early</p> <p>Late</p> <p>All year</p> <p>Mid</p>

Reading	Motivation to read	Why do you read?	Reading is for pleasure and information. Locate parts of a book (title page, table of contents, chapter headings, dedication, summary)	Choose a book that is appropriate for them. Read from a variety of genres. Read voluntarily familiar grade-level text independently and with a partner. Show familiarity with title and author of grade-level books. Locate author, illustrator, title, supporting pictures, information needed in a book they have read. Show interest in reading a range of grade-level children's texts from a variety of genres.	Observation Reading Logs Partner reading Author study	Mid All year All year All year Mid All year
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Reading Fluency	Recognition of sight words and age appropriate vocabulary	How does having sight word vocabulary help you? How does knowing sight words help you?	Automatic recognition of 101 frequently used sight words Automatically sight-read 300-500 words including sight and decodable. Automatically read grade level irregular spelled words Appropriate usage and understanding of word meaning. Use punctuation cues to read text with expression, accuracy, and fluency.	Use word builders (magnetic letters) to spell sight words. Write words in journal Hunt for words in books, poems, magazines, and Newspapers and highlight with marker or highlight tape. Use word wall Find words within other words. Read words in books, around room, word walls, sentences, etc... Reread a difficult sentence until its read comfortably Add words to their dictionaries. ABC order. Use appropriately in oral language. Read at appropriate speed. Write words accurately in sand Paint words accurately on blackboard s or paper Use punctuation cues to read text with appropriate speed, accuracy, and expression. Use of context clues to read unfamiliar words. (What makes sense?)	Running records Oral reading – class observation Sight word assessments Literacy Profile Word Hunts Reading what they wrote	All year (5 new sight words a week)

Reading	Background knowledge and Vocabulary Development		Antonyms, synonyms and homonyms Categories of words Root words, prefixes, suffixes, verb endings and plural nouns Strategies to increase vocabulary knowledge	Study antonyms, homonyms and synonyms and study category of words to learn new grade level vocabulary. Study root words, prefixes, suffixes, verb endings and plural nouns to learn new grade level vocabulary. Connect words and ideas in books to prior knowledge. Learn new words indirectly from reading books and other print sources. Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts. Use a dictionary to learn the meanings of words.	Students will group words Word work activities Observation/Participation Literacy Profile/Running records Writing Journals	January Oct. – Feb. All year Mid All year Guided- Late
Listening	Listening helps us learn	Why do you need to listen?	Listening gives us information. Listening helps us learn.	Maintains interest and focus Listen attentively to spoken language. Listen attentively for different purposes. Listen respectfully without interrupting. Listen and use information to complete a task. After listening to other students ask 1 or 2 who, what, when, where, why, or how questions. Understand that others have important information that they need to share. Attend to a listening activity for an specified period of time.	Observation Show and Tell Question and answer time. Story retell and answering of questions. Follow verbal directions	All year

Speaking		Why do you need to speak clearly?	Speaking is a way to communicate what you know and need.	Use grade level vocabulary and conventional grammar in own speech. Speak for different purposes: share ideas or information, retell a story, and dramatize an event. Use of formal and informal for a given purpose. Speak audibly Speak with speed and expression appropriate to purpose and audience. Take turns Respond appropriately to what others are saying. Stay on topic. Speak in complete sentences. Vary language style according to purpose of communication.	Observation in a variety of setting. Show & Tell Retellings of stories Cooperative Group work observation Oral Reading of written work Class presentations	All year All year All year
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COURSE: ELA (Writing)

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Writing	Spelling	Why is it important to spell words correctly in our writing? Why do we need to spell?	Letter-sound correspondence or invented spelling (Sound Spelling) Rime Patterns (Word Families) Conventional spelling Spelling of High Frequency Sight Words Spelling of three and four letter words Difference between conventional spelling and invented	Apply spelling knowledge to writing Spell grade level decodeable words (word families) Spell common grade level irregularly spelled words Represent most phonemes in invented spelling, although not necessarily with conventional spellings.	Weekly test Spell and check with partner Journal writing Spelling sentences and illustrations Word walls	Mid Early – Mid Mid – late Early
Writing	Mechanics	Why do we need punctuation in our writing? Why do we capitalize some words and not others? Why do we space words when writing?	Correct capitalization, punctuation, and spacing usage	Use conventional capitalization and punctuation to begin and end sentences (period, question mark, exclamation point) Use appropriate spacing when writing	Daily writing Journal writing spelling sentences Reader response/ book reports Literacy profile	Early – All year
Writing	Handwriting	Why does our handwriting need to be neat and readable?	All upper-case and lower-case letters and numbers Correct formation of letters and numbers	Write letters correctly using lines as guides for correct sizing Apply knowledge of letter formation to create each letter correctly Write letters correctly when dictated Copy letters words, phrases and sentences accurately	Spelling tests and dictation sentences Daily writing Journal Writing Printing Practice Finalizing Rough copy	Winter Ongoing Ongoing Fall/ Winter Ongoing

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Reading	Composition	<p>Why do we write?</p> <p>How does the writing process help our writing?</p>	<p>How to use the writing process to improve writing</p> <p>The writing process ends with a published writing piece that can be shared.</p> <p>Writing can take many forms and be used for different purposes</p> <p>Different kinds of writing have different formats to follow</p> <p>Pictures and charts can help emphasise the purpose of one's writing and help communicate information</p>	<p>Write a complete sentence with meaning</p> <p>Write a personal narrative with beginning, middle, end and detailed picture or pictures to accompany the story</p> <p>Write an imaginative narrative with beginning, middle, end and detailed picture or pictures to accompany the story</p> <p>Write a friendly letter with a purpose and using an appropriate format</p> <p>Write as a response to literature voicing ideas and opinions (express feelings about book, describe and compare characters, settings and events, list sequence of story events, retell the story, and/or identify the problem and solution)</p> <p>Create an original poem with a theme or following a specific format.</p> <p>Use KWL process</p> <p>Publish a variety of writing pieces to share with others.</p> <p>Use conventional capitalization and punctuation to begin and end sentences.</p> <p>Maintain a portfolio of informational writings, writing and drawings in response to literature, and writings and drawings that express opinions and judgements.</p>	<p>Literacy Profile</p> <p>Student/ Teacher Conferences</p> <p>Daily Journal Writing</p> <p>Writing assignments</p> <p>Book Reports</p> <p>Guided Reading Groups</p> <p>Writing Portfolio</p>	<p>October</p> <p>Late</p> <p>Mid</p> <p>Winter and Spring</p> <p>Mid</p> <p>Late</p> <p>Early</p> <p>Mid</p> <p>Mid</p> <p>Early</p> <p>All year</p>

Reading	Motivation to Write	<p>Why is writing important?</p> <p>How can writing help us?</p>	<p>Writing is a form of communication that is important and necessary</p> <p>Writing is a way to express and share needs, wants, interests, feelings and ideas</p> <p>writing can be heard and appreciated through sharing writing pieces</p>	<p>Write voluntarily to communicate and for a variety of purposes</p> <p>Participate in sharing their writing to an audience (author's circle)</p>	<p>Daily Journal Writing</p> <p>Writing assignments</p> <p>Literacy profile</p> <p>Readers Response/ Book reports</p>	<p>Ongoing</p> <p>Ongoing</p>
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