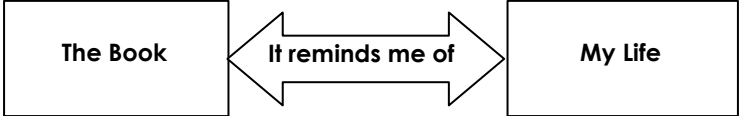


English Language Arts Model Curriculum

Grade 1

Strand	Reading: Literature	
Topic	Key Ideas and Details	
Standard Statements		Content Elaborations
1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.		The focus of the Key Ideas and Details topic is using textual evidence to support understanding, making inferences, determining theme and main idea, and identifying literary elements. Interactive read alouds in which children ask and answer text-based questions result in vocabulary gains and an increased understanding of story schema and concept development. They provide the foundation for story retelling, which requires the reader or listener to integrate and reconstruct the story. Additionally, when readers understand the elements of plot (characters, setting and events) they have a better grasp of story structure. In the next grade band, students will be expected to identify the main idea and theme of, make inferences from and make comparisons between plot elements.
Enduring Understanding		
Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.		

Strand	Reading: Literature
Topic	Key Ideas and Details
Instructional Strategies and Resources 5Ws Use a light-colored glove that has the five Ws (who, what, when, where, why) written on the fingers. Use this as a visual cue for students to ask and answer the five Ws of the selected text. As they share the story, they indicate by wiggling the finger of the question they are answering. Once they become confident doing this, a large graphic organizer of a glove can be used in student-led small groups.	
It Reminds Me Of Create a chart with two empty boxes, one on the far right and another on the far left side of the page. Place an arrow between them. Label one box <i>The Book</i> and the other <i>My Life</i> . Label the arrow <i>It reminds me of</i> . After reading a book, have students illustrate a favorite part in the first box and illustrate the connection they made to that part in the second box.	
	
Growing Readers by Kathy Collins (Stenhouse, Portland, ME, 2004) provides information about planning independent reading workshops as part of classroom instruction. Ideas for building students' independence and comprehension as readers are discussed.	
Comprehension Connections: Bridges to Strategic Reading by Tanny McGregor (Heinemann, Portsmouth, NH, 2007) offers ideas for making abstract reading strategies accessible to elementary readers by using concrete, engaging techniques.	
Making the Most of Small Groups: Differentiation for All by Debbie Diller (Stenhouse, Portland, ME, 2007) provides lesson ideas and prompts for small groups that support reading comprehension.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Reading: Literature	
Topic	Craft and Structure	
Standard Statements	Content Elaborations The focus of the Craft and Structure topic is the reader’s ability to understand word meaning and figurative language, story structure and development, and point of view. Figurative or sensory language is a way of writing that goes beyond (or even against) the literal meaning of a word or phrase (i.e., the literal and figurative meaning of the word <i>home</i>). Understanding an author’s use of sensory language increases a readers’ ability to create mental imagery when reading. A reader’s ability to distinguish differences between fiction and nonfiction text helps the reader know where to focus when reading. As students become more sophisticated readers, they understand the importance of the narrator in both fiction and nonfiction text. Knowing that the story/information presented is from a narrator’s or writer’s point of view is critical to a complete understanding of what is being read. In the next grade band, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.	
	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Literature
Topic	Craft and Structure
Enduring Understanding Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.	
Instructional Strategies and Resources Compare and Contrast Texts The teacher locates and reads aloud a fiction and nonfiction book on the same topic. Use a T-Chart to list elements specific to each genre. Identify examples of the elements from each book that illustrate each element listed. Author's Impact Read poetry aloud. Write text of a poem on large chart paper. Highlight sensory words and phrases that listeners identify. Discuss how the use of these words makes the reader feel. Read Aloud Find books with exaggerated language such as <i>My Dad</i> by Anthony Browne and <i>A Million Fish More or Less</i> by Patricia McKissack. Encourage students to ask and answer questions about the ways the authors use words to get the reader's attention and help the reader understand ideas presented in text. Research Based Methods of Reading Instruction: Grades K-3 by Sharon Vaughn and Sylvia Linan-Thompson (ASCD, 2004) discusses the five elements of reading, a rationale for teaching them and strategies for doing so. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Literature	
Topic	Integration of Knowledge and Ideas	
Standard Statements	Content Elaborations The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons, and determining themes and main topics across different texts and genre. Readers have a greater understanding of story details when they use both the illustrations and the text to make meaning. Additionally, readers that have a deeper understanding of book/story characters are better able to make inferences about character motivations and actions. In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story, and compare and contrast themes and topics and the ways these are treated in texts within and across genres.	
Enduring Understanding	Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored.	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
Instructional Strategies and Resources	
Character Comparison Read aloud and compare two books about similar characters. After reading, create a word/picture bank to describe each character. Use this bank to compare/contrast the lives/experiences of the characters (i.e., Venn Diagram, T-Chart, etc.). After revisiting the books, students and the teacher create timelines to compare/contrast the life experiences of these characters.	
Picture Walk Teach and model how to take a picture walk to preview a text before reading. This includes using the pictures to make predictions about what might happen and then checking those predictions as they read. After reading, students use the pictures to prompt their retelling of characters, setting and events.	
<i>Essential Readings on Early Literacy</i> by Dorothy Strickland (International Reading Association, 2010) highlights what outstanding literacy instruction looks like in the early grades.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Literature	
Topic	Range of Reading and Level of Text Complexity	
Standard Statements		Content Elaborations
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.		The focus of the <i>Range of Reading and Level of Text Complexity</i> topic is the variety, difficulty and content of texts with which readers interact. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language and the world. In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.
Enduring Understanding		
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.		

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity
Instructional Strategies and Resources	
Poem A Day Share a poem a day with students. Focus on using short poetry so that the texts can be placed on chart paper for all students to see. Compare poems over multiple days by experimenting with rhyme and rhythm. Ask readers to classify poems as make believe or real as a precursor to genre study.	
<i>Charlotte Huck's Children's Literature: A Brief Guide</i> by Barbara Kiefer and Cynthia Tyson (McGraw-Hill, 2009) provides criteria for evaluating literature for quality, strategies for using books in the classroom and methods for developing a literature-based program.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Informational Text	
Topic	Key Ideas and Details	
Standard Statements	Content Elaborations	
1. Ask and answer questions about key details in a text.	Reading for Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. In early grades, reading informational text puts students in a better position to handle the informational text found in upper-grade textbooks. It is important to scaffold the reading experience so that readers can begin to make connections independently across a text. In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences, and begin to use direct quotes as evidence or support in discussions and writing.	
2. Identify the main topic and retell key details of a text.		
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Enduring Understanding		
Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world.		

Strand	Reading: Informational Text
Topic	Key Ideas and Details
Instructional Strategies and Resources Read, Remember, Represent, Retell Students read as much as a student’s hand will cover. (Modification for students who are not reading independently – The teacher reads aloud a short segment of informational text containing key detail.) Students first say to themselves what they remember about what was read. Then they draw a quick non-linguistic representation of that information. Finally, each student works with a partner to retell what he or she learned. Connecting it to Me Encourage readers to notice text that reminds them of things they have seen, heard or experienced as they read an informational selection. These questions can be posted, made into a bookmark or otherwise available for readers to use to spark connections: • That reminds me of... • That makes me think of... • I read another book that... • This is different from... • I remember when... Content Counts! Developing Disciplinary Literacy Skills, K-6 by Jennifer Altieri discusses how to develop literacy skills in multiple content areas. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Informational Text	
Topic	Craft and Structure	
Standard Statements		Content Elaborations
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		The Craft and Structure of informational text enhance understanding of the content. The rich content models for readers develop the skills that are necessary for crafting nonfiction text of their own. The vocabulary of informational text provides a foundation for future content knowledge and begins to build a reader's ability to participate in academic discourse. When readers are connected with informational text, they are able to see the way illustrations enhance the author's message with information that may not be in written text. In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.
Enduring Understanding		
Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.		

Strand	Reading: Informational Text
Topic	Craft and Structure
Instructional Strategies and Resources Feature in Focus Focus student attention on text features by having students do quick searches for a specific type (i.e., headings, illustrations/photos, diagrams). As they discover the feature in focus, they can continue to search for more. Students share their findings as the teacher facilitates a discussion that leads to the understanding of the function of that text feature. Use a variety of informational texts (Web pages, books, magazines, recipes, how-to guides, etc.) each time the strategy is used. Word Sort Have students create their own word sorts based on informational text being used in the classroom. For example, after reading a book about space, students could place the following words on cards: Earth craters Mars dust Jupiter moons A peer would then be asked to sort the words by category. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

Strand	Reading: Informational Text	
Topic	Integration of Knowledge and Ideas	
Standard Statements	Content Elaborations	
7. Use the illustrations and details in a text to describe its key ideas.	Illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers Integrate the Knowledge and Ideas gathered from multiple sources. They simplify or enhance the text, which can be used as a tool or aid in comprehending what has been read. When readers make text-to-text connections, they become more insightful and strategic as they encounter new texts and information. As readers read or listen to informational text, it is important to scaffold or model the ways to identify how an author feels about the topic being studied. This provides the foundation for understanding an author’s viewpoint and locating the ways he or she supports that view.	
8. Identify the reasons an author gives to support points in a text.		
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	In the next grade band, students are expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content.	
Enduring Understanding		
Integrating knowledge and ideas from informational text expands the knowledge base. Perspectives found in text empower the reader to make informed choices in life.		

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
Instructional Strategies and Resources	
Paired Reading In a paired reading situation, one student reads aloud and the other listens. The listener summarizes what he or she heard as the main ideas and points out the details that support them. The reader confirms the summary. Students can then switch roles.	
Author Study During an author study, encourage students to make connections that illustrate the similarities and differences in the work, e.g., authors Gail Gibbons (the similarity of the text features she uses) or Ann Morris (the connections between text and illustrations).	
<i>Reading and Writing Informational Text in the Primary Grades</i> by Neil Duke and V. Susan Bennett Armistead discusses ways to weave informational text into the classroom curriculum.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Informational Text	
Topic	Range of Reading and Level of Text Complexity	
Standard Statements		Content Elaborations
10. With prompting and support, read informational texts appropriately complex for grade 1.		The focus of the Range of Reading and Level of Text Complexity topic is the variety, difficulty and content of texts with which readers interact. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language and the world. In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.
Enduring Understanding		
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.		
Instructional Strategies and Resources		
<i>Charlotte Huck's Children's Literature: A Brief Guide</i> by Barbara Kiefer and Cynthia Tyson (McGraw-Hill, 2009) provides criteria for evaluating literature for quality, strategies for using books in the classroom and methods for developing a literature-based program.		
Diverse Learners		
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .		

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Foundational Skills	
Topic	Print Concepts	
Standard Statements	Content Elaborations	
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).	Readers show their understanding of Print Concepts by demonstrating their understanding that print carries meaning by incorporating the functions of print in word-play activities. They show an understanding of single words initially by using environmental print (e.g., stop signs, fast food chains). The more readers experience text, the greater their understanding is of its make up (e.g., words are made of letters, spaces between words). These skills are important foundations for reading-comprehension skills that readers will use throughout their lives.	
Enduring Understanding		
Understanding of print features, structures and characteristics facilitate the reader’s ability to make meaning of the text.		

Strand	Reading: Foundational Skills
Topic	Print Concepts
Instructional Strategies and Resources Shared Reading During shared reading, the teacher can point out concepts of books (e.g., front cover, author and illustrator, top and bottom of page). Finger pointing at text during shared reading reinforces the concept of words and word boundaries as well as directionality. Encouraging students to use a pointer (a ruler will do) to point to words as they read is another way to focus attention on the concepts of print. Name Games Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of and involvement with the activity depends on the sophistication of the learner. • Post the numbers 1 through 5 and have students place their name cards under the number that corresponds to the syllables in their name. • Using names that have been cut apart, have learners arrange names correctly (words are made up of letters). • If your name ends with... (noting similarities in words). • She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left). For example: ○ What did Rosie do? ▪ Joe said, "She went for a walk." ▪ Mary said, "Rosie went around the pond." ▪ John said, "She stepped on a rock first." Alphabet Books Use alphabet books to support learning letter sounds. Texts can range from simplistic (one picture/one letter per page) like Ehler's <i>Eating the Alphabet</i> to interactive (rhymes, repetition) like Martin's <i>Chicka Chicka Boom</i> to conceptually more difficult (letters taking the shape of the objects named) like Pelletier's <i>The Graphic Alphabet</i>. As children advance in confidence, they can create alphabet books in which each letter is represented by a sentence that has words beginning with that letter. For example: Aaron ate an apple; Bob burst Billy's balloon; Carla carried cotton candy, etc. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

Strand	Reading: Foundational Skills	
Topic	Phonological Awareness	
Standard Statements	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).	
	Content Elaborations Phonological Awareness is the ability to hear the sounds of a language independent of meaning. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Children who have developed a strong phonological awareness are better able to make sense of how sounds and letters operate in print. Because phonological awareness occurs initially in oral language, it is critical to encourage oral language play in classroom activities.	
Enduring Understanding	Learning to recognize and decode printed words develops skills that are the foundation for independent reading.	
Instructional Strategies and Resources	Word Play Play with words by substituting beginning, medial and ending sounds, creating real and made-up words and working with word patterns. <i>Phonemic Awareness in Young Children: A Classroom Curriculum</i> by Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg, and Terri Beeler (Brookes Publishing Company, 1997) provides additional information. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Foundational Skills	
Topic	Phonics and Word Recognition	
Standard Statements	Content Elaborations	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 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.	The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience. In the next grade band, students show their ability to decode all letter-sound correspondences, use affixes appropriately and sound out unfamiliar multi-syllable words using that knowledge.	
Enduring Understanding	Learning to recognize and decode printed words develops skills that are the foundation for independent reading.	
Instructional Strategies and Resources	Word Building Once students know one word, they can often build other words based on that knowledge. For example, given the word <i>kind</i>, students can be asked to build words using affixes. Students may come up with words like <i>kinder</i>, <i>kindness</i>, <i>kindest</i>, <i>unkind</i>, <i>kindly</i>. Other examples could be to create words based on word families, meaning, beginning sounds, etc.	

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition
Morning Message Create a message for the class each morning. In addition to reading it, have students come to the chart and circle targeted phonics patterns or sight words that they can recognize. Students can say the sounds or read the words aloud as they circle them. As the year progresses, students should take a more active role in creating the morning message. Elkonin Boxes Elkonin boxes are a physical segmentation of words into phonemes. Each box in an Elkonin box card represents one phoneme or sound. They can be used to help students understand how to stretch out words, by hearing every sound.  th r ow  sh ee p  fea th er	
Phonics Lessons: Letters, Words, and How They Work (Grade 1) by Gay Su Pinnell and Irene C. Fountas (Firsthand Books, 2003) provides examples of mini-lessons appropriate for the early childhood classroom. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

English Language Arts Model Curriculum

Grade 1

Strand	Reading: Foundational Skills	
Topic	Fluency	
Standard Statements	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
	Content Elaborations Phonics and Fluency are two of the main ingredients in the teaching of reading according to the National Institute of Child Health and Human Development. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency. In the next grade band, students read grade-level text with fluency and accuracy to support their comprehension of text.	
Enduring Understanding	Fluency helps the reader process language for meaning and enjoyment.	
Instructional Strategies and Resources	Tongue Twisters Practice saying tongue twisters. The silly sentences carry a message and require expression while engaging students in language play. Once children have practiced with some of the more common ones, they can be encouraged to write their own. Puppet Productions Engage students in expanding oral language with puppets. Use a table or box for a makeshift stage and encourage students to put on productions. Given time, students can write scripts and practice reading those scripts to increase their expression and fluency. From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School by Timothy V. Rasinski and Nancy D. Padak (Allyn and Bacon, 2007) provides information on effective word study and engaging fluency. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

Strand	Writing	
Topic	Text Types and Purposes	
Standard Statements	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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. 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.	Content Elaborations Mina Shaughnessy of City College New York states, “writing is something writers are always learning to do.” As student writers experiment with Text Types and Purposes, they develop the understanding that writing is affected by the context of audience, purpose, genre and social situations. Writing is a tool for learning that makes content personal and gives the writer a means to communicate that knowledge (learning) with others. Student writers come to understand that authors compose with visual and written text to express opinions, create narratives and provide explanations or instructions. In the next grade band, student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.
Enduring Understanding	Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students’ understanding and writing of text and structures that allow them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.	

English Language Arts Model Curriculum

Grade 1

Strand	Writing
Topic	Text Types and Purposes
Instructional Strategies and Resources	
Mentor Texts Use mentor (model) texts of various genres to expose student writers to the structures and features of those genres. Facilitate discussions about the features they notice after a trade book has been read aloud. Break students into cooperative groups to create genre posters that list/illustrate the features of specific genres. Have groups include titles or pictures of books that they have read from the genre.	
Tell Me How Have student writers work in small groups to create instruction manuals for a popular outdoor game (soccer, jumping rope, crossing monkey bars). As they work on the manual, help writers focus on appropriate sequencing and details.	
Guiding K-3 Writers to Independence: The New Essentials by Patricia L. Scharer and Gay Su Pinnell (Scholastic Teaching Resources, 2008) focuses on the community of writers and provides information on ways to provide instruction for shared and interactive writing. It also provides strategies for developing independence and ways to use children’s literature as a part of the writing curriculum.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

English Language Arts Model Curriculum

Grade 1

Strand	Writing	
Topic	Production and Distribution of Writing	
Standard Statements	Content Elaborations	
4. (Begins in grade 3)	The skills of student writers improve with exposure to the author’s craft. As they Produce and Distribute Writing that reflects their ideas and interests, they begin to see the ways audience and purpose impact what they write. Student writers who understand writing errors are not incorrect, but rather the beginning of new learning, are more willing to reread and revise what they have written. Student writers learn best when instruction is balanced between content and skills.	
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. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	In the next grade band, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.	
Enduring Understanding		
Effective writing is a multi-stage, reflective process in which authors must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.		
Instructional Strategies and Resources		
Mentor Text		
Use mentor texts of various genres to help show examples of how to choose topics, structure a piece of writing and develop craft. Teachers and students examine the text and identify features to imitate in their own writing.		
Diverse Learners		
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .		

English Language Arts Model Curriculum

Grade 1

Strand	Writing	
Topic	Research to Build Knowledge	
Standard Statements	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. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	Content Elaborations Conducting Research Builds student Knowledge base and foundational skills at the early elementary level. Students naturally question the world around them. Learning experiences become more engaging when student researchers collaboratively seek information to find out about a topic or confirm what they already know. In the next grade band, student are expected to use evidence (personal and textual) to conduct short research projects that include relevant information and reflect (though citations) the use of print and digital sources.
Enduring Understanding	Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.	

English Language Arts Model Curriculum

Grade 1

Strand	Writing
Topic	Research to Build Knowledge
Instructional Strategies and Resources	
Graphic Organizers Through the use of nonfiction text, students are encouraged to learn more about a topic and to document their findings with graphic organizers. Based on common interests, students form groups to research a topic. They list things they want to know about the topic on a chart. Students begin their inquiry by reading nonfiction texts about the topic, and use an appropriate graphic organizer to gather information. Students use this information to create their own non-fiction pieces.	
Classroom ABC Read a nonfiction content-area text that supports students' comprehension through use of patterned text, picture cues and repetitive language. Students work in collaborative groups to create classroom alphabet books on non-fiction topics.	
<i>A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades</i> by Georgia Heard and Jennifer McDonough (Stenhouse, 2009) focuses on writing and inquiry in classrooms that promote curiosity, creativity and exploration.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

English Language Arts Model Curriculum

Grade 1

Strand	Speaking and Listening	
Topic	Comprehension and Collaboration	
Standard Statements	Content Elaborations	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. 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). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Children develop their abilities to Comprehend and Collaborate as their speaking and listening skills advance. Communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as developing and presenting knowledge. The best conversation comes when children are active listeners and connect their ideas with the ideas of the others. It is critically important that what is taught across the curriculum fosters conversation and the development of new ideas. As students develop listening skills, participate in discussions and develop topic-related questions, they develop the ability to understand a perspective other than their own, elaborate or expand explanations given by someone else and use evidence-based logic to explain their ideas or defend points. In the next grade band, students are expected to paraphrase and summarize information gathered from visual and oral presentations and use that information as a basis for discussion or composing text.	
Enduring Understanding		
Strong listening and speaking skills are critical for learning, communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual’s contributions and leads to new and unique understandings and solutions. Success in post-secondary education, as well as the workplace, requires effective communication.		

English Language Arts Model Curriculum

Grade 1

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Instructional Strategies and Resources	
Conducting Conversations	
Model for students how to conduct conversations, exchanges and questions with sentence starters for conversation.	
• I believe... • I think... • I hear what you said and I think...	
Retelling	
Create felt-board characters based on a familiar story. Encourage students to retell the story using the characters. This can be placed in a story or library corner for students to do independently.	
Jan Brett Website	
This children's author's website, at http://www.janbrett.com/ , includes directions for making masks based on characters in her books. The masks can be used for reenacting stories. The teacher will have to navigate the site to find content related to a specific book.	
<i>Improving Literary Understanding Through Class Conversations</i> by Judith Langer and Elizabeth Close offers ideas on how to use classroom discourse to deepen students' thinking about texts. This article is available online at http://cela.albany.edu/env.pdf .	
<i>Talking, Drawing, Writing: Lessons for Our Youngest Writers</i> by Martha Horn and Mary Ellen Giacobbe (Stenhouse, 2007) provides insights about the ways talking and drawing enhance the teaching of writing.	
Diverse Learners	
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Speaking and Listening	
Topic	Presentation of Knowledge and Ideas	
Standard Statements	Content Elaborations	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation.	Speakers make deliberate choices during their Presentation of Knowledge and Ideas regarding language, content and media usage to capture audience attention in order to convey their messages. Students should begin to understand the interrelatedness of reading, writing, speaking and listening. With literature, for example, students can read the text, write or draw about it and participate in discussions about it. It is important that the vocabulary specific to the topic be naturally introduced to give students more tools to present related comments and information. In the next grade band, students are expected to make oral presentations that include multimedia components that enhance their topics and begin to develop an understanding of formal and informal English and the appropriate purposes and audiences in which each can be used.	
Enduring Understanding	Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their messages. Success in post-secondary education, as well as the workplace, requires effective communication.	

English Language Arts Model Curriculum

Grade 1

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
Instructional Strategies and Resources	
Say Something	
Students are divided into pairs for buddy reading. At the end of each page of text, the students comment and discuss or ask questions related to that segment of text. Less proficient students can be supported by students that are more proficient or scaffolded by the teacher. The article <i>Key Components of Speaking and Listening</i> offers research, instructional strategies and teacher/student roles related to speaking and listening instruction in the elementary classroom. The article can be found online at http://elementaryliteracy.mpls.k12.mn.us/uploads/Key_Components_of_Speaking_and_Listening_Instruction_2.pdf. <i>Speaking and Listening for Preschool Through Third Grade</i> by Lauren B. Resnick and Catherine E. Snow (International Reading Association, 2008) provides strategies for including, supporting and encouraging purposeful talk in the classroom.	
Puppet Listeners	
After presenting new concepts, encourage students to have a conversation about the topics with a puppet friend. This can be done as a whole class with sock puppets (each child sharing with his or her own puppet) or by individual students with others watching. Student puppets can add and clarify information.	
Clap When You Hear It	
During a book discussion or read aloud, ask students to listen for something specific such as a character name and clap each time they hear it. This activity can be repeated in other content areas (clap when you hear the word <i>subtract</i> during a mathematics lesson or clap when you hear <i>clouds</i> during a science lesson). The activity encourages listening and focuses students on the concept being taught. Make certain students are clapping when they hear their peers use the word as well.	
Diverse Learners	
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

English Language Arts Model Curriculum

Grade 1

Strand	Language
Topic	Conventions of Standard English
Standard Statements 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Content Elaborations Writers and speakers use the rules and Conventions of Standard English to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process. Once a text is completed, young writers benefit from opportunities to read it back as the teacher or coach points out the conventions on which the students are to focus. In the next grade band, students focus on more complex grammatical constructions (e.g., abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.

English Language Arts Model Curriculum

Grade 1

Strand	Language	
Topic	Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
Enduring Understanding		
Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English.		
Instructional Strategies and Resources		
Morning Message		
Have students collaboratively create the morning message – they can add and delete words. Make students aware of punctuation and capitalization. Talk about the types of words they used. Add adjectives, possessives, verbs (in multiple tenses), conjunctions, prepositions and sentence types. Discuss ways to make the message more informative or descriptive.		
Literature as a Vocabulary Builder		
Use trade books to increase students’ vocabulary. Create character maps that require students to supply attributes of characters in a recently read text. Survey a range of alphabet books, select a theme (e.g., food, toys) and create a class alphabet book. Find words in a selection that may have multiple meanings (e.g., mouse).		

Strand	Language	
Topic	Conventions of Standard English	
For example, the princess goes to the ball – encourage students to create drawings of the multiple meanings of the word <i>ball</i> .		
mouse		

Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers by Gail E. Tompkins (Prentice Hall, 2006) provides classroom vignettes, samples of student work, ideas for mini-lessons and tools for assessment.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site](#). Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Language
Topic	Vocabulary Acquisition and Use
Standard Statements 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Content Elaborations Young readers, writers, speakers and listeners identify and use word meanings, inflections and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts. Students must be encouraged to be <i>word aware</i> (Blachowicz) in classrooms that support word selection, use of context, word structures and the use of reference tools in learning new vocabulary. In the next grade band, students investigate the uses of formal and informal English; use grade-appropriate vocabulary in speaking, reading and writing; develop an understanding of figurative language and its influences on text; and increase their content and academic vocabulary.

English Language Arts Model Curriculum

Grade 1

Strand	Language	
Topic	Vocabulary Acquisition and Use	
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>because</i>).	
Enduring Understanding		
Interactions with texts, writers and speakers build vocabulary knowledge, grammar and sentence structure.		
Instructional Strategies and Resources		
Think Aloud The teacher models (think aloud) a passage with a difficult word (e.g., Rosie’s dog was very unpredictable. One day he liked his food. The next day he didn’t.) Step 1: The teacher demonstrates how to re-read the sentence, then skip and return and ask, “What would make sense?” Step 2: Find the word parts (“I see the word part <i>predict</i>. I know that means to make a good guess. I also see <i>un</i>. That means not or can’t, so I guess that means Rosie can’t guess what her dog likes.”) Step 3: Try the word back in the sentence and ask, “Does it sound right? Does it make sense?” Describe It Share books with rich description with student writers. Facilitate discussions around the ways the authors describe things in their texts. For example, <i>Color Me A Rhyme</i> by Jane Yolen and <i>Hailstones and Halibut Bones</i> by Mary O’Neill provide examples of ways to describe colors deeply. The Continuum of Literacy Learning, Grades K-2: A Guide to Teaching by Gay Su Pinnell and Irene C. Fountas (Jul 13, 2007) identifies goals for literacy in the primary grades and provides research-based instructional strategies to meet those goals. Teaching Vocabulary in All Classrooms by Camille Blachowicz and Peter Fisher (Merrill/Prentice Hall, 2002) provides research-based strategies and theoretical contexts for vocabulary instruction. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.		