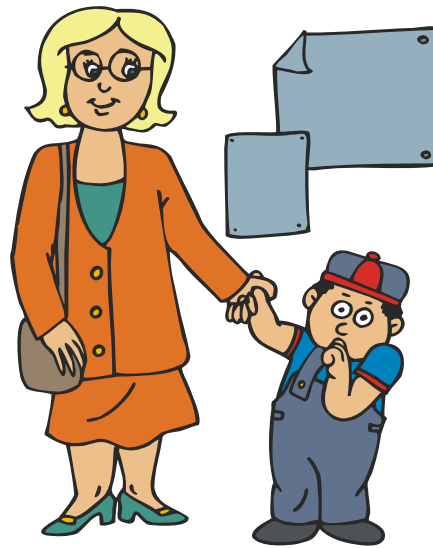


# English Language Arts Curriculum Guide



**Grade 1**



**Moore Public Schools**

**2001-2002**

# English Language Arts

## English Language Arts Curriculum

| <b>Writing .....</b> |   |   |   |   |   |       |       |       |        |         | <b>Grade 1</b> |
|----------------------|---|---|---|---|---|-------|-------|-------|--------|---------|----------------|
| 1                    | 2 | 3 | 4 | 5 | 6 | Eng 7 | Eng 8 | Eng I | Eng II | Eng III | Eng IV         |
| I                    | I | I | R | R | R | R     | R     | M     | M      | A       | A              |

|   |   |                |                |             |                                 |
|---|---|----------------|----------------|-------------|---------------------------------|
| <p style="text-align: center;"><b>District Objective 1</b></p> <p>The student will use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing (proofreading), publishing or sharing.</p> <ol style="list-style-type: none"> <li>1. Participate in prewriting activities such as brainstorming, discussing, webbing, or drawing.</li> <li>2. Write first drafts.</li> <li>3. Revise drafts with a teacher or partner.</li> <li>4. Begin to edit for capitalization, end punctuation, and complete thoughts.</li> <li>5. Share their writing with peers and adults.</li> </ol> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Quarter</b></td> </tr> <tr> <td style="padding: 5px;"><b>ongoing</b></td> </tr> <tr> <td style="padding: 5px;"><b>Time</b></td> </tr> <tr> <td style="padding: 5px;"><b>15-20 minutes every day.</b></td> </tr> </table> | <b>Quarter</b> | <b>ongoing</b> | <b>Time</b> | <b>15-20 minutes every day.</b> |
| <b>Quarter</b>  |   |                |                |             |                                 |
| <b>ongoing</b>  |   |                |                |             |                                 |
| <b>Time</b>   |   |                |                |             |                                 |
| <b>15-20 minutes every day.</b>   |   |                |                |             |                                 |

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|--|
| • SAT 9    • CRT    • EXPLORE    • PLAN    • EOI    • ACT    • AP                    |
| PASS Standard: WG 1 <span style="float: right;">NCTE National Standards: 4, 5</span> |

| <b>Resources</b>  |
|---|
| <p><i>Houghton Mifflin English</i> ..... Textbook Rating – 3</p> <p>See <b>Appendices</b> for Prepositions and Principal Parts of Verbs (pp 1-9), Proofreader’s Checklists and Marks (pp 10-14), Scoring Rubrics (pp 15-25), and Writing Prompts (pp 50-68).</p> <p>Recommended materials available from Scholastic:</p> <p style="padding-left: 20px;"><i>Let’s Write</i></p> <p style="padding-left: 20px;"><i>35 Rubrics and Checklists</i></p> <p style="padding-left: 20px;"><i>Literature Based Mini Lessons to Teach Writing</i></p> |

| <b>Assessments for Objective 1</b> |
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1. Have students use the writing process to write a variety of papers. One (1) paper using all the steps of the writing process is required. Sample Writing Prompts (pp 50-68) and Scoring Rubrics (pp 15-25) are in the **Appendices**.
  - Your parents have just told you that you can have your own bedroom. Describe how you would decorate your room. Tell what colors you would like, what you would hang on the walls, and what new furniture you would get (prompt 10 from the Writing Prompts section in the **Appendices**).
  
2. Have students organize ideas into a chronological sequence such as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>; beginning,

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middle, and end; or sequence of events.

3. Have students distinguish between correctly formed sentences and sentence fragments. Focus on two kinds of errors that result in fragments: the use of a prepositional phrase as a complete sentence and the use of a present participle verb (one that ends in “ing”) as a complete sentence. To help students see the difference, use examples from the list of Prepositional Phrases and Principal Parts of Verbs in the **Appendices** (pp 1-9).
4. Have students edit short paragraphs to determine extraneous information, purpose and audience, and supporting information.

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| <b>Suggested Strategies / Activities for Objective 1</b> |
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1. Use a variety of prewriting activities such as
  - Reading/telling stories aloud
  - Drawing story sequence (beginning, middle, end)
  - Brainstorming, webbing, clustering
  - Recording students’ verbal responses to hands-on experiences (language experiences)
2. Have students write and illustrate a big book.
3. Have students check their work using Check your Work in the **Appendices** (p 10).
4. Have students share their writing in a variety of ways. For example, establish an “Authors’ Chair” where students can share their written work.



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- A favorite person (relative or friend)
  - A place they have been and would like to go again
  - What makes school enjoyable
  - A favorite toy
2. Have students draw names and write a letter to another student in class whose name he/she drew. In the letter, the student may introduce himself/herself and tell something nice about the other student.

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|                             |   |   |   |   |   |                |       |       |        |         |        |
|-----------------------------|---|---|---|---|---|----------------|-------|-------|--------|---------|--------|
| <b>Writing..... Grade 1</b> |   |   |   |   |   |                |       |       |        |         |        |
| 1                           | 2 | 3 | 4 | 5 | 6 | Eng 7          | Eng 8 | Eng I | Eng II | Eng III | Eng IV |
| I                           | I | R | R | R | R | Not applicable |       |       |        |         |        |

|  |  |
|--|--|
| <p style="text-align: center;"><b>District Objective 3</b></p> <p>The student will use handwriting/penmanship to copy and/or compose text using correct formation and spacing.</p> <ol style="list-style-type: none"> <li>1. Print legibly.</li> <li>2. Space letters, words, and sentences appropriately.</li> <li>3. Recognize margins.</li> <li>4. Write messages that move left-to-right and top-to-bottom on the page.</li> </ol> | <p><b>Quarter</b><br/>ongoing</p> <hr/> <p><b>Time</b><br/>15-20 minutes<br/>daily</p> |
|--|--|

|   |
|---|
| ○ SAT 9    ○ CRT    ○ EXPLORE    ○ PLAN    ○ EOI    ○ ACT    ○ AP<br><b>PASS Standard: WG 3.6</b> |
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| <b>Resources</b>  |
| <i>D'Nealian Handwriting</i> books<br>See <b>Appendices</b> (p 16) for Handwriting Rubric |

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| <b>Assessments for Objective 3</b> |
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1. Have students copy a poem. Use the following 4-point rubric, taken from the Objective statement, to assess the student's work. See **Appendices** (p 16) for a reproducible copy.

|   |
|---|
| <p>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prints legibly.</li> <li><input type="checkbox"/> Spaces letters, words, and sentences appropriately.</li> <li><input type="checkbox"/> Recognize margins.</li> <li><input type="checkbox"/> Writes messages that move left-to-right and top-to-bottom on the page.</li> </ul> |
|---|

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| <b>Suggested Strategies / Activities for Objective 3</b> |
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1. Provide opportunities for students to improve muscle and eye-hand coordination by using such things as Playdoh, sand writing, and lacing cards.

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2. Teach the correct use of the writing tools (pencils), including using pushpin activities to encourage correct pencil grip.
3. Teach likenesses and differences in letter forms and recognition of the capital and lower case letters of the alphabet.
4. Have students copy from the board or a book a variety of activities such as a short friendly letter, a thank-you note, an invitation, a short poem.
5. Have students practice skywriting.
6. Provide opportunity for students to use kinesthetic tools, i.e., 3-D letters, sandpaper writing.
7. Have students practice their penmanship by writing their spelling words. Examples of these kinds of activities are included in the **Appendices**, pp 26-28.



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### Resources

*Houghton Mifflin English* . . . . . Textbook Rating – 3  
BEST and BEST Supplement  
Daily Language Review (Evan-Moor)  
*Scott Foresman Spelling* or *Houghton Mifflin Spelling*  
See **Appendices** for Principal Parts of Verbs (pp 4-9), Spelling Activities (pp 26-35), and  
Spelling Rules (pp 36-49)

### Assessments for Objective 4

1. Create assessments which include these SAT 9 objectives:
  - Usage – Apply proper grammar including
    - past tense
    - present tense
    - subject/verb agreement
    - verb formation
  - Capitalization – Know the correct capitalization of
    - days of the week
    - first word in sentences
    - months of the year
    - people’s names
    - the pronoun I
    - proper/common nouns
  - Punctuation – Know the correct use of
    - exclamation point
    - period
    - question mark
  - Spelling – Recognize correct spellings of
    - sight words
    - phonetic principles
    - structural principles (endings such as -ed, -ing, -s)
  - A-B-C Order – Alphabetize words that begin with different letters and same letters.

### Suggested Strategies / Activities for Objective 4

1. Have students practice BEST and/or Daily Language Review sentences.
2. Have students write stories and apply grammar usage skills.

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3. Use Word Wall activities.
4. Apply activities and strategies learned through the Reading Readiness and Alphabetic Phonics training through the Payne Education. Training is provided in the district each year.
5. Use Spelling Activities and Games to review spelling words. See **Appendices** (pp 26-35).
6. Develop additional spelling lessons using Spelling Rules, Generalizations, and Patterns. See **Appendices** (pp 36-49).

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| <b>Listening and Speaking . . . . . Grade 1</b> |   |   |   |   |   |       |       |       |        |         |        |
|---|---|---|---|---|---|-------|-------|-------|--------|---------|--------|
| 1   | 2 | 3 | 4 | 5 | 6 | Eng 7 | Eng 8 | Eng I | Eng II | Eng III | Eng IV |
| I   | I | I | I | I | I | I     | I     | R     | R      | M       | A      |

|   |  |                        |                   |
|---|--|------------------------|-------------------|
| <p style="text-align: center;"><b>District Objective 5</b></p> <p>The student will listen courteously and attentively and respond appropriately to a variety of oral language experiences.</p> <ol style="list-style-type: none"> <li>1. Listen to stories read aloud.</li> <li>2. Tell and write personal identification data such as name, home address, telephone number, and parents’ names.</li> <li>3. Retell a story or idea (<b>PASS OL 2.4</b>).</li> <li>4. Use simple literary practices in talking such as “once upon a time” or “what is the moral of the story.”</li> <li>5. Give, restate, and follow two-step directions.</li> <li>6. Ask questions for clarification and understanding.</li> <li>7. Use descriptive words when speaking about people, places, things, and events (<b>PASS: OL 2.2</b>).</li> <li>8. Participate in class discussions.</li> </ol> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Quarter ongoing</b></td> </tr> <tr> <td style="padding: 5px;"><b>Time daily</b></td> </tr> </table> | <b>Quarter ongoing</b> | <b>Time daily</b> |
| <b>Quarter ongoing</b>  |  |                        |                   |
| <b>Time daily</b>   |  |                        |                   |

|   |
|---|
| <p style="text-align: center;"> <input checked="" type="radio"/> <b>SAT 9</b>                     <input type="radio"/> <b>CRT</b>                     <input type="radio"/> <b>EXPLORE</b>                     <input type="radio"/> <b>PLAN</b>                     <input type="radio"/> <b>EOI</b>                     <input type="radio"/> <b>ACT</b>                     <input type="radio"/> <b>AP</b> </p> <p style="text-align: center;"> <b>PASS Standard: OL 1.1-2; 2.2, 4</b> <span style="float: right;"><b>NCTE National Standards: 1, 4, 7</b></span> </p> |
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| <b>Resources</b>  |
| See <b>Appendices</b> (p 17) for Rubric for Assessing Children’s Listening. |

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| <b>Assessments for Objective 5</b> |
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1. Use the following guidelines and rubric for assessing students’ listening skills.
  - Listener is respectful
  - Listener has eyes on speaker, hands in lap, and sits attentively.
2. Have students learn the common meanings of spoken words encountered in the context of a variety of subject areas and sources of information.
3. Provide opportunities for students to practice listening comprehension.

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| <b>Suggested Strategies / Activities for Objective 5</b> |
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1. Use the BEST program to teach listening skills by periodically reading sentences aloud.

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2. Help students enhance their listening skills by whispering a short message and then asking the child to repeat it back to you or a classmate.
3. Have students complete a “Following Directions” worksheet. Examples are in the district adopted text, *Houghton Mifflin English 1*, “Workbook Plus,” pp 11-13.





## Career Connection Activities Appropriate for 1<sup>st</sup> Grade

Objective: Students will participate in team building and self-management activities.

1. Students will plan and organize an event in the classroom such as a Thanksgiving dinner, a Grandparents' Day activity, a Fall Festival, or a Mother's Day Tea. The teacher will assign tasks to students, implement the plan, and evaluate the success of the event. Students will
  - prepare a guest list and invitations
  - establish an agenda and a timeline for the event
2. Students will learn to improve a system and communicate the improvements by
  - creating and distributing a memorandum asking teachers to explain to their classes the new procedures for distributing sports equipment during recess and lunch times
  - working in cooperative groups to create posters advertising a fund raising drive
  - designing and staging a dramatic production
3. Students will set a goal for learning and keep a record of their activities in a learning log, identifying strengths and weaknesses in their own work.
4. Students will learn to work with others by
  - sharing responsibility in collecting information for a class theme
  - supporting and encouraging each other through peer tutoring

Objective: Students will become aware of a variety of occupations and/or career choices.

1. The teacher will introduce students to workers within the school (nurse, secretary, custodian, media specialist, cafeteria staff) either by classroom visits or school building tours. Workers will tell or show the students something about their jobs. For example, the media specialist can show the students how alphabetizing is used in the library. Appropriate follow-up activities include having students
  - draw a picture of the worker they found most interesting and giving it to that person.
  - help the media specialist put books back in correct bins.
2. The teacher will introduce students to other workers such as a fireman, a postal worker, an author, a television or radio personality, a reporter, restaurant owner, farmer, and local artist by inviting them for a classroom visit. Appropriate follow-up activities include these:
  - After a visit from the fire department, have students create an escape plan from their home (EDITH – exit drills in the home).
  - After a visit from a postal worker, have the students set up a post office center within the classroom. Provide each student with a mailbox, paper, envelopes, and mock stamps.
  - After an author's study, have students send an invitation to an author to visit the class and/or
    - ▶ have the students write to an author telling them how they felt about the book.

## Career Connection Activities Appropriate for 1<sup>st</sup> Grade

- ▶ introduce Author's Chair to the classroom, a chair where a child can sit and share his/her published work with classmates.
  - ▶ encourage students to submit some of their work to a children's magazine (See **Appendices** for suggestions on submitting student work for publication.).
  - After a television or radio personality visits the class and explains to students the importance of language in their job, have the students work in cooperative learning groups to set up a news and/or weather broadcast.
  - After a reporter visits the class and shares various aspects of his/her job, have the students work together to create a weekly/monthly class newspaper to be sent home to parents.
  - After a visit from a restaurant owner, assign students to cooperative learning groups and have them set up their own restaurant including designing or creating menus and ordering food.
  - After a unit about life on a farm or a visit to a farm, let students plant their own crop and/or hatch chicken eggs; following a visit from a dairy cow, let students make butter or have goats visit the classroom for a week. (Contacts include OSU Extension Center for eggs and an incubator, Langston University for goats, and Oklahoma Dairy Association for a dairy cow.)
  - After a local artist visits the class, have the students write thank-you notes and reproduce the art form that was demonstrated.
3. Use magazine cutouts to make a collage of community workers or of people who use communication in their careers.
  4. Set up a career role-playing center.
  5. Have students dress up in the clothes appropriate to the career they have chosen and give an oral report to the class on the career.