

Grade 1

Unit 1 (September 6- November 11)

Reading- This unit is designed as an introduction to a first grade reading workshop. Students learn procedures for participating in their new classroom community, reading independently, and working with partners. They practice good reading habits - habits for reading long and strong, habits for solving hard words, and habits for working with a partner. The unit capitalizes on student reading knowledge including knowledge of letter sound correspondence, comprehension, and fluency.

Writing- This first writing unit is designed to help your students work with independence, confidence, and stamina. Students write small moments: stories from their lives with small, clear focus, tremendous detail, and elaboration. Most children should be able to write one or two sentences on each page. The importance of drawing for planning is stressed in this unit. In teaching writers to stretch out a story, they draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings help children stretch out and elaborate their stories. The Common Core State Standards are addressed asking children to write narrative texts with a level of proficiency, demonstrating a command of end punctuation, the ability to spell words with common patterns, and to be resourceful and phonetic in spelling unknown words. While continuing to write small moment stories from their own lives, students are encouraged to use writing partnerships to help students make comments, ask questions, and provide suggestions to and from peers in order to lift the level of the writing. These partnerships set the expectation that we write so that our partners and others can read and understand our work.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">• Can talk about how to predict text content.• Beginning to integrate prediction and verification.• Asks some questions relevant to a story; can answer questions.• Use illustrations and details in a story to describe its characters, setting, or events• Often able to identify the central message of a story and supplies some supporting information.• Provides some details about characters, setting, and events when retelling a story.• Frequently uses names of story elements in discussions (e.g. character, setting).• Retells most important story events in sequence.• Usually able to discriminate between fiction and nonfiction.• Identifies words and phrases in stories or poems that suggest feelings.• Talks about characters in books using picture clues, personal experience, and the text to make inferences.• Asks questions to help understand new vocabulary• Frequently selects own reading material according to interest, purpose, and level of difficulty.• Reads voluntarily for interest and own purposes.
Reading Informational Text	<ul style="list-style-type: none">• Use the illustrations and details in a text to describe its key ideas.

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<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● Recognizes features of a sentence including: beginning with a capital letter, understanding spacing, and ending with punctuation (period, question mark). ● Uses short vowel sounds to read single syllable words. ● Isolates and pronounces initial, medial short vowel and final sounds in spoken single syllable words. ● Segments spoken single syllable words into their complete sequence. ● Knows the spelling sound correspondences for common consonant digraphs (ch, sh, th, wh, and ck). ● Knows the spelling sound correspondences for the glued sounds am, an, all, ank, ink, onk, unk, ang, ing, ong, and ung. ● Decodes a short vowel one syllable word with ease. ● Usually uses picture clues and knowledge of context to check understanding of meaning. ● Sometimes reads on to confirm meaning. ● Is beginning to self correct as a strategy. ● Able to read text they have not seen before, but have been previewed for them, with 94% or better accuracy of word recognition (self correction allowed). ● May read in phrases or line by line when reading an unfamiliar text. ● May attend to punctuation
<p>Writing</p>	<ul style="list-style-type: none"> ● Composes stories with 2 or more sequenced events. ● Experiments with including some details, and temporal words (first, next, then, after that, finally.) ● Provide some sense of closure. ● Begins to edit and revise writing with guidance and support from peers and adults. ● Begins to use digital tools to produce and publish writing.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● During discussions, responses are usually appropriate to the topic. ● When talking about personal experiences, usually is able to stay focused on the topic and includes several details. ● Asks and answers questions to gather additional information. ● Usually speaks in complete sentences. ● Provides details, expressing ideas and feelings clearly. ● Clarifies ideas, thoughts, and feelings in a visual display.
<p>Language</p>	<ul style="list-style-type: none"> ● Prints most upper and lowercase letters correctly. ● Beginning to use capital letters as needed.

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	<ul style="list-style-type: none">• Begins to use end punctuation when appropriate.• Begins to use common, proper and possessive nouns.• Begins to use personal (I/Me) and possessive (He/His) pronouns.• Is beginning to use verbs to convey a sense of past, present and future. (Yesterday I walked home, Today I walk home, Tomorrow I will walk home).• Is beginning to use frequently occurring adjectives.• Is beginning to use frequently occurring conjunctions (and, so, but, because).• Is beginning to use prepositions (during, beyond, toward).• Is beginning to produce more elaborate sentences.• Spells untaught words phonetically.• Writes spelling words accurately in most written work.• Begins to use grade appropriate words in context.• Sorts some words into categories to gain a sense of the concepts the categories represent.• Identifies some real life connections between words and their use (example: note places at home that are cozy).• Sometimes demonstrates an understanding of word relationships (example: look, peek, stare) and subtle differences in word meanings (example: large, gigantic).• Begins to use root words (example: look) and their inflectional forms (example: looks, looked, looking).• Acquires new vocabulary through a variety of sources (conversation, books).
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Unit 2 (November 14- January 27)

Reading- This unit is designed to introduce students to non-fiction texts, so they are able to read and learn about things in our world. The children learn how to slow down their reading and take the time to envision the information and infer so they can learn more from the text. They understand that when they read with fluency and expression, it will help them to understand and recall information from their books. Children use decoding strategies to tackle difficult words in their books to keep on learning. At the end of the unit they share what they have learned about their topic using key words to help them sound like experts.

Writing- Everyone's an expert at something. Whether it be knowing the names of all the NBA players on every team, or telling you about every lego piece, set, and creation, everyone has something they are passionate about. This unit aims to take this knowledge and allow students the opportunity to teach what they know. During this unit, students write many information books about different topics, choosing one to publish towards the end of the unit. Rather than researching new topics, children select topics they are already knowledgeable about. This is a time for students to reveal their hobbies and passions.

Willington Public Schools

Grade 1: Curriculum Overview

Fall, 2022

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English Language Arts Unit Performance Expectations

Reading Literature	Taught in Unit 1, 3
Reading Informational Text	<ul style="list-style-type: none">● Asks and answers questions about key details in a text.● Identifies the main topic and retells key details of a text.● Describes the connection between two individuals, events, ideas, or pieces of information in a text.● Asks and answers questions to help determine or clarify the meaning of words and phrases in a text.● Knows and uses various text features (e.g., headings, tables of contents, glossaries, etc.) to locate key facts or information in a text.● Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.● Uses the illustrations and details in a text to describe its key ideas.● Identifies basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).● Frequently selects own reading material according to interest, purpose, and level of difficulty.● Reads voluntarily for interest and own purposes.
Reading Foundational Skills	<ul style="list-style-type: none">● Recognizes features of a sentence including: beginning with a capital letter, understanding spacing, and ending with punctuation (period, question mark).● Distinguishes long from short vowel sounds in single syllable words.● Uses short vowel sounds to read single and two syllable words.● Isolates and pronounces initial, medial short vowel and final sounds in spoken single and two syllable words.● Segments spoken single and two syllable words into their complete sequence.● Knows the spelling sound correspondences for common consonant digraphs (ch, sh, th, wh, and ck) and blends (2 consonants together).● Reads words with inflectional endings (s, es, ed, ing).● Decodes a short vowel one and two syllable word with ease.● Usually uses picture clues and knowledge of context to check understanding of meaning.● Sometimes reads on to confirm meaning.● Able to read a previewed text, with 94% or better accuracy of word recognition (self correction allowed).

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	<ul style="list-style-type: none"> • Reads in longer phrases or line by line when reading an unfamiliar text. • Often attends to punctuation.
Writing	<ul style="list-style-type: none"> • Composes informative texts in which they name a topic and supply some facts about the topic. • Provides some sense of closure. • Begins to edit and revise writing with guidance and support from peers and adults. • Uses capital letters as needed. • Uses end punctuation when appropriate. • Begins to use digital tools to produce and publish writing. • Responds to questions and suggestions from peers to strengthen writing. • Explores informational books to be able to gather information to write their own how to or informational writing piece. • Conducts research based on focused questions. (Example: Where do birds live?) • Uses multiple sources (internet, books, and/or magazines) to research a given topic and answer questions on that topic.
Speaking and Listening	<ul style="list-style-type: none"> • During discussions, responses are usually appropriate to the topic. • When talking about personal experiences, usually is able to stay focused on the topic and includes several details. • Asks and answers questions to gather additional information. • Usually speaks in complete sentences. • Provides details, expressing ideas and feelings clearly. • Clarifies ideas, thoughts, and feelings in a visual display.
Language	<ul style="list-style-type: none"> • Prints most upper and lowercase letters correctly. • Often uses capital letters when needed. • Often uses end punctuation when appropriate. • Often uses common, proper and possessive nouns. • Often uses singular and plural nouns and matching verbs in basic sentences. • Often uses personal (I/Me) and possessive (He/His) pronouns. • Often uses verbs to convey a sense of past, present and future. (Yesterday I walked home, Today I walk home, Tomorrow I will walk home). • Often uses frequently occurring adjectives. • Often uses frequently occurring conjunctions (and, so, but, because). • Often uses prepositions (during, beyond, toward). • Often produces sentences with elaboration. • Spells most untaught words phonetically.

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Unit 3 (January 30- March 31)

Reading- In this unit children learn that they are ready to take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. Children learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating to solve a problem, and then check to see that they got it right. The teacher focuses on strengthening and expanding students' word-solving strategies, adding more tools to their toolkits, and reminding students to draw from multiple sources of information in their problem solving. Children learn how to use strategies in higher level texts, with longer, more complex words, maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.

Writing- In this writing unit students learn that writing can give them a way to make and defend decisions and opinions. They learn to write their judgments, reasons for those judgments, and how to organize their reasons, supplying supporting details. This unit encourages writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It also encourages students towards using and revising more complex sentences, using linking words. Students will draft both handwritten pieces as well as pieces using technology.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">• Can talk about how to predict text content.• Integrates prediction and verification.• Asks some questions relevant to a story; can answer questions.• Often able to identify the central message of a story and supplies some supporting information.• Provides key details about characters, setting and events when retelling a story with ease. <p>Reads Literature Using Craft and Structure</p> <ul style="list-style-type: none">• Explains differences between fiction and nonfiction.• Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.• Recognizes characters have different points of view.• Talks about characters in books using picture clues, personal experience and the text to make inferences.• Compares and contrasts characters in stories. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none">• Frequently selects own reading material according to interest, purpose, and level of difficulty.• Reads voluntarily for interest and own purposes.• Continues to build reading stamina during independent reading time.
Reading Informational Text	<ul style="list-style-type: none">• Asks and answers questions about key details in a text.• Identifies the main topic and retells key details of a text.• Describes the connection between two individuals, events, ideas, or pieces of information in a text.

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	<ul style="list-style-type: none"> ● Asks and answers questions to help determine or clarify the meaning of words and phrases in a text. ● Uses the illustrations and details in a text to describe its key ideas. ● Identifies reasons author provides to support points in a text ● Frequently selects own reading material according to interest, purpose, and level of difficulty.
<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● Recognizes features of a sentence including: beginning with a capital letter, understanding spacing, and ending with punctuation (period, question mark) with ease. ● Distinguishes long from short vowel sounds to read single-syllable words. ● Isolates and pronounces initial, medial (short and long vowel) and final sounds in spoken single-syllable words. ● Segments spoken single-syllable words into their complete sequence of individual sounds. ● Knows the spelling-sound correspondences for common consonant digraphs and blends. ● Decodes a short and long vowel word with ease. ● Knows final-e and common vowel team conventions (oa, ow, ay, ai, ee, ea) ● Reads words with inflectional endings (s, es, ed, ing.) ● Decodes two-syllable words. ● Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a word. ● Uses picture clues and knowledge of context to check understanding of meaning. ● Self-corrects as necessary to aide in understanding. ● Reads-on to confirm meaning.
<p>Writing</p>	<ul style="list-style-type: none"> ● Writes opinion pieces that include: <ul style="list-style-type: none"> -stating an opinion -supplying at least one reason for an opinion -including details to support reason(s) -providing some sense of closure. ● Edits and revises writing with guidance and support from peers and adults. ● Uses capital letters as needed. ● Uses end punctuation when appropriate. ● Continues to use digital tools to produce and publish writing. ● Responds to questions and suggestions from peers to strengthen writing. ● Uses multiple sources (internet, books, magazines) to research a given topic and answer questions on that topic.

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Speaking and Listening	<ul style="list-style-type: none">• During discussions, responses are usually appropriate to the topic.• When talking about personal experiences, usually is able to stay focused on the topic and includes several details.• Asks and answers questions to gather additional information.• Speaks in complete sentences.• Provides details, expressing ideas and feelings clearly.
Language	<ul style="list-style-type: none">• Prints all upper- and lowercase letters correctly.• Uses capital letters as needed.• Uses end punctuation when appropriate.<ul style="list-style-type: none">• Uses common, proper and possessive nouns.• Uses singular and plural nouns and matching verbs in basic sentences.• Uses personal (I/Me) and possessive (He/His) pronouns.• Uses verbs to convey a sense of past, present and future. (Yesterday I walked home, Today I walk home, Tomorrow I will walk home).• Uses frequently occurring adjectives.• Uses frequently occurring conjunctions (and, so, but, because).• Uses prepositions (during, beyond, toward).• Produces elaborative sentences.• Spells untaught words phonetically.• Uses grade-appropriate words in context.• Sorts words into categories to gain a sense of the concepts the categories represent.• Identifies real-life connections between words and their use (example: note places at home that are cozy).• Demonstrates understanding of word relationships (example: look, peek, stare) and subtle differences in word meanings (example: large, gigantic).• Uses root words (example: look) and their inflectional forms (example: looks, looked, looking).• Acquires new vocabulary through a variety of sources (conversation, books).

Unit 4 (April 3- June 14)

Reading- In this unit children experience the power of story as they learn about empathy, imagination, envisionment, and prediction. Readers track the events of a story, paying attention to the shifts in setting and the story events the characters experience. They read longer and more complex texts and are able to determine importance when retelling key details in sequence. Children study characters and relationships, learning all they can about their likes and dislikes, what they do and say. They infer how the characters are feeling, and practice reading fluently, reading in a way that reflects how the character is feeling and bringing him to life. Children also dig deeper and pull out life lessons from the stories they read. They recommend favorite books to others, passing along life lessons.

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Writing- This unit is designed to teach students how to story tell and plan stories. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create. In this unit they will deepen their partner work and continue to learn strategies to revise their writing. Children will be taught how to move from being accomplished storytellers to becoming accomplished writers of stories. The goal of the unit will be to write well-elaborated realistic fiction stories, aligned to the CT Common Core Standards. Students will draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● Can talk about how to predict text content. ● Integrates prediction and verification. ● Asks some questions relevant to a story; can answer questions. ● Able to identify the central message of a story and supplies some supporting information. ● Provides key details about characters, setting and events when retelling a story with ease. ● Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses. ● Recognizes characters have different points of view. ● Talks about characters in books using picture clues, personal experience and the text to make inferences. ● Compares and contrasts characters in stories. ● Selects own reading material according to interest, purpose, and level of difficulty. ● Reads voluntarily for interest and own purposes. ● Continues to build reading stamina during independent reading time.
<p>Reading Informational Text</p>	<p>Taught in Units 1-3</p>
<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● Consistently recognizes features of a sentence including: beginning with a capital letter, understanding spacing, and ending with punctuation (period, question mark) with ease. ● Distinguishes long from short vowel sounds to read single-syllable words. ● Segments spoken single-syllable words into their complete sequence of individual sounds. ● Knows the spelling-sound correspondences for common consonant digraphs and blends. ● Decodes a short and long vowel word with ease. ● Knows final-e and common vowel team conventions (oa, ow, ay, ai, ee, ea) ● Reads words with inflectional endings (s, es, ed, ing.) ● Decodes two-syllable words. ● Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a word. ● Uses picture clues and knowledge of context to check understanding of meaning.

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	<ul style="list-style-type: none"> • Self-corrects as necessary to aide in understanding. • Reads-on to confirm meaning. • Reads grade level text, orally, with appropriate rate, expression and with 94% (or better) accuracy.
Writing	<ul style="list-style-type: none"> • Write narratives that includes: <ul style="list-style-type: none"> - recounting two or more appropriately sequenced events - some details regarding what happened - use of temporal words to signal event order - provides some sense of closure • Edits and revises writing with guidance and support from peers and adults. • Uses capital letters as needed. • Uses end punctuation when appropriate. • Continues to use digital tools to produce and publish writing. • Responds to questions and suggestions from peers to strengthen writing • With guidance recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	<ul style="list-style-type: none"> • During discussions, responses are usually appropriate to the topic. • When talking about personal experiences, usually is able to stay focused on the topic and includes several details. • Asks and answers questions to gather additional information. • Speaks in complete sentences. • Provides details, expressing ideas and feelings clearly.
Language	<ul style="list-style-type: none"> • Prints all upper- and lowercase letters correctly. • Uses capital letters correctly. • Uses end punctuation when appropriate. <ul style="list-style-type: none"> • Uses common, proper and possessive nouns. • Uses singular and plural nouns and matching verbs in basic sentences. • Uses personal (I/Me) and possessive (He/His) pronouns. • Uses verbs to convey a sense of past, present and future. (Yesterday I walked home, Today I walk home, Tomorrow I will walk home). • Uses frequently occurring adjectives. • Uses frequently occurring conjunctions (and, so, but, because). • Uses prepositions (during, beyond, toward). • Produces elaborative sentences. • Spells untaught words phonetically. • Uses grade-appropriate words in context. • Uses verbs to show action and time/tense (ex. ran, run, running)

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	<ul style="list-style-type: none">• Identifies real-life connections between words and their use (example: note places at home that are cozy).• Demonstrates understanding of word relationships (example: look, peek, stare) and subtle differences in word meanings (example: large, gigantic).• Uses root words (example: look) and their inflectional forms (example: looks, looked, looking).• Acquires new vocabulary through a variety of sources (conversation, books).
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