

Chardon Local Schools

Grade 1 ELA Course of Study

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Chardon Local Schools Course of Study

Grade 1 - ENGLISH LANGUAGE ARTS

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Chardon Local Schools Course of Study

Grade 1 - ENGLISH LANGUAGE ARTS

Link(s) to State Standards

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards/Grade-1-Standards.pdf.aspx?lang=en-US>



Chardon Local Schools Course of Study

Grade 1 - ENGLISH LANGUAGE ARTS

Curriculum Description / Overview

In grade one, your child will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary.



Chardon Local Schools Course of Study

Grade 1 - ENGLISH LANGUAGE ARTS Curriculum Map

Strand	READING FOR LITERATURE
Power Objective #1	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Supporting Indicators	Key Ideas and Details
RL.1.1	Ask and answer questions about key details in a text.
	Craft and Structure
RL.1.4 RL.1.10	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
	Integration of Knowledge and Ideas
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
	Range of Reading and Level of Text Complexity
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1

Strand	READING FOR INFORMATIONAL TEXT
Power Objective #1	RI.1.1 Ask and answer questions about key details in a text.
Power Objective #2	RI.1.2 Identify the main topic and retell key details of a text.
Supporting Indicators	Key Ideas and Details
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

	Craft and Structure
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	Integration of Knowledge and Ideas
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic.
	Range of Reading and Level of Text Complexity
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

Strand	READING: FOUNDATIONAL SKILLS
Power Objective #1	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
Supporting Indicators	Print Concepts
RF1.1	Demonstrate understanding of the organization and basic features of print.
Supporting Indicators	Phonological Awareness
RF. 1.2	Demonstrate understanding of spoken words, syllables, and sounds.
	Phonics and Word Recognition
RF.1.3b	Decode regularly spelled one-syllable words.
	Fluency

RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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Strand	WRITING
Power Objective #1	W.1.1. 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.
Power Objective #2	W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Power Objective #3	W.1.3. 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.
Supporting Indicators	Text Types and Purposes
	N/A
	Production and Distribution of Writing
	N/A
	Research to Build and Present Knowledge
	N/A
	Range of Writing
	N/A

Strand	Speaking and Listening
Power Objective #1	S.L. 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Supporting Indicators	Speaking and Listening
SL.1.1a	Follow agreed-upon rules for discussion.
SL.1.1b	Build on others' talk in conversation by responding to the comments of others through multiple exchanges.
SL.1.1c	Follow agreed-upon rules for discussion.

Strand	LANGUAGE
Power Objective #1	L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Power Objective #2	L.1.4. Determine or clarify the meaning of unknown and multiple--meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
Supporting Indicators	Conventions of Standard English
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	Vocabulary Acquisition and Use
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.



Chardon Local Schools Course of Study

Grade 1 - ENGLISH LANGUAGE ARTS **Pacing Guide**

Quarter 1

Module 0- Wild About Books

Module Standards:

Reading Literature

RL.1.1

Ask and answer questions about key details in a text.

RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3

Describe characters, settings, and major events in a story, using key details.

Reading Informational Text

RI.1.1

Ask and answer questions about key details in a text.

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

Writing

W.1.3

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.

W.1.5

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.

Speaking and Listening

SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care)

Enduring

Understanding(s)

Students understand that...

Students will read, enjoy and analyze literary texts and visual art. Students will recognize that there are many types of books, and readers can find a book to fit their needs and interests. Students will analyze the way illustrations can contribute to the understanding of a story. Students will explain the role that reading plays in building knowledge.

Essential Question(s)	How does reading help us learn?
Academic Vocabulary	Wild, bookmobile, stampeding, echo, notice, reveal, essential, evidence, knowledge, color, shape
Method of Instruction (including reteaching and enrichment)	Read-alouds, echo reading, notice and wonder chart, whole group, shair-paired reading Informal writing techniques
Materials	Wild About Books Text I and the Village Text Notice and wonder chart Magnifying glass Sticky notes Notebooks
Assessments	Wit and Wisdom Assessments
Module 1- A World of Books	
Module Standards:	<p>Reading Literature RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Reading Informational Text RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>Writing W.1.3 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. W.1.5 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.</p> <p>Speaking and Listening SL.1.1.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). SL.1.1.b Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Language L.1.1.b Use common, proper, and possessive nouns. L.1.1.f Use frequently occurring adjectives. L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

	<p>L.1.2.b Use end punctuation for sentences.</p> <p>Continuing Standards</p> <p>RL.1.1 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p> <p>RI.1.1 With prompting and support, read informational texts with appropriate complexity for Grade 1.</p> <p>L1.6 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>).</p>
Enduring Understanding(s) <i>Students understand that...</i>	Students explore the power of books shared across time and cultures. In this unit of study, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books.
Essential Question(s)	How do books change lives around the world?
Academic Vocabulary	Art, artist, book, books, colors, draw, library, read, story, time
Method of Instruction (including reteaching and enrichment)	Read Alouds, comprehension, Whole group, Think-pair-Share Reinforce letter/sounds, Scaffolding Narrative writing
Materials	<p><u>Geodes Books</u> chart paper</p> <p>Anansi and the Pot of Beans sentence strips</p> <p>The Story in the Cave world map</p> <p>The Magical Stack notebook</p> <p>The Brothers Grimm whiteboards</p> <p>Library Cat The Story Ship A Library of Our Own</p>
Assessments	Wit and Wisdom Assessments
Quarter 2	
Module 2- Creature Features	
Module Standards:	<p>Reading Literature</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Reading Informational Text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to</p>

locate key facts or information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

Writing

W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 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).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6

Produce complete sentences when appropriate to task and situation.

Language

L.1.1.h

Use determiners (e.g., articles, demonstratives).

L.1.1.i

Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.j

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.b

Use end punctuation for sentences.

L.1.2.e

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.b

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5.d

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Continuing Standards

Reading Literature

RL.1.10

	<p>With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p> <p>Reading Informational Text RI.1.10</p> <p>With prompting and support, read informational texts with appropriate complexity for Grade 1.</p> <p>Language L.1.6</p> <p>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.</p>
<p>Enduring Understanding(s) <i>Students understand that...</i></p>	<p>Students explore intriguing animal traits and behaviors and are introduced to people who study animals. In this unit of study, students discover diverse characteristics of animals and identify commonalities across species.</p>
<p>Essential Question(s)</p>	<p>What can we discover about animals' unique features?</p>
<p>Academic Vocabulary</p>	<p>Animal, color, draw, find, food, group, habitat, hare, line, protest, observe, safe, sea</p>
<p>Method of Instruction (including reteaching and enrichment)</p>	<p>Read Alouds/comprehension Whole group, Think-pair-share Reinforcement letters/sounds, Scaffolding Informative Writing/Research</p>
<p>Materials</p>	<p><u>Geodes Books</u> Vervet Monkey Alarm chart paper Smell Tells sentence strips Bee Waggle sticky notes Elephant Talk world map Super Spiny Mouse notebook Thorny Devil whiteboards The Crab and the Urchin Stick with Us</p>
<p>Assessments</p>	<p>Wit and Wisdom Assessments</p>
<p>Quarter 3</p>	
<p>Module 3- Powerful Forces</p>	
<p>Module Standards:</p>	<p>Reading Literature</p>

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Reading Informational Text

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing

W.1.3

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.

Speaking and Listening

SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

L.1.1c

Use singular and plural nouns with matching verbs in basic sentences.

L.1.1.e

Use verbs to convey a sense of past, present, and future.

L.1.1.f

Use frequently occurring adjectives.

L.1.4.b

Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4.c

Identify frequently occurring root words and their inflectional forms.

L.1.5.c

Identify real-life connections between words and their use.

L.1.5.d

Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Continuing Standards

Reading Literature

RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

	<p>Reading Informational Text RI.1.10 With prompting and support, read informational texts with appropriate complexity for grade 1.</p> <p>Language L.1.6 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.</p>
<p>Enduring Understanding(s) <i>Students understand that...</i></p>	<p>Students explore how wind affects life on earth and how its energy can be used to generate power. In this unit of study, students discover the capacity of wind and the emotions that evoke it. The familiar yet intriguing topic of wind introduces students to the key scientific concepts of weather and forces.</p>
<p>Essential Question(s)</p>	<p>How do people respond to the powerful force of the wind?</p>
<p>Academic Vocabulary</p>	<p>Air, blow, color, fly, measure, move, paint, sail, sky, soar, storm, windmill</p>
<p>Method of Instruction (including reteaching and enrichment)</p>	<p>Read Alouds/comprehension, whole group, Think-pair-share Reinforcement letters/sounds, Scaffolding Narrative Writing</p>
<p>Materials</p>	<p><u>Geodes Books</u> Seed Scatter chart paper In Motion world map Crafted by the Wind sentence strips A Growing Wind notebooks Soaring Kite Messengers Full Sail Ahead The Wright Brothers</p>
<p>Assessments</p>	<p>Wit and Wisdom Assessments</p>
<p>Quarter 4</p>	
<p>Module 4- Cinderella Stories</p>	
<p>Module Standards:</p>	<p>Reading Literature RL.1.6 Identify who is telling the story at various points in a text.</p>

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Writing

W.1.1

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.

W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

L.1.1.a

Print all upper- and lowercase letters.

L.1.1.d

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.g

Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.j

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a

Capitalize dates and names of people.

L.1.2.c

Use commas in dates and to separate single words in a series.

L.1.2.d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.a

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Continuous Standards

Reading Literature

RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Reading Informational Text

	<p>RI.1.10 With prompting and support, read informational texts with appropriate complexity for Grade 1.</p> <p>Language L.1.6 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.</p>
<p>Enduring Understanding(s) <i>Students understand that..</i></p>	<p>Students explore countries and cultures through the lens of an enduring tale. In this unit of study, students travel to faraway lands as they explore a range of Cinderella stories from diverse cultures.</p>
<p>Essential Question(s)</p>	<p>Why do people around the world admire Cinderella?</p>
<p>Academic Vocabulary</p>	<p>Castle, Cinderella, composition, country, dance, design, history, magic, paint, stage, tower, world, wrote</p>
<p>Method of Instruction (including reteaching and enrichment)</p>	<p>Read Alouds/comprehension, whole group, Think-pair-share Reinforcement letters/sounds, Scaffolding Opinion Writing</p>
<p>Materials</p>	<p><u>Geodes Books</u> Eiffel Tower chart paper First Steps world map The Kind and the Sandal notebook One Sign at a Time sentence strips The Sphinx Shoes Tell a Tale Billy Beg and His Bull Book of Kells Hook Lighthouse Castles</p>
<p>Assessments</p>	<p>Wit and Wisdom Assessments</p>