

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 1

DATE: November 2009

FIRST QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
PA	1	Identify and distinguish between letters, words and sentences.	Phonics book, guided & shared reading, ongoing	VO	3	Classify words into categories (e.g., colors, fruits, vegetables).	
PA	2	Identify and say the beginning and ending sounds in words.	Phonics book, personal resources,	PA	7	Add, delete or change sounds in a given word to create new or rhyming words.	
RP	4	Make predictions while reading and support predictions with information from the text or prior experience.	Guided reading	RP	2	Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	
WC	7	Use correct capitalization (e.g., the first word in a sentence, names and the pronoun ).	Personal resources	IT	1	Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.	
WC	6	Use end punctuation correctly, including question marks, exclamation points and periods.	Personal resources,	WA	4	Produce informal writings (e.g. messages, journals, notes and poems) for various purposes.	
WC	1	Print legibly and space letters, words and sentences appropriately.	Ongoing, sentence surgery	WP	7	Mimic language from literature when appropriate.	
CO	3	Follow simple oral directions.		WP	1	Generate writing ideas through discussions with others.	
LT	5	Recognize predictable patterns in stories and poems.	Guided reading; big books; mentor text; jmeacham.com	WP	14	Rewrite and illustrate writing samples for display and for sharing with others.	
PA	6	Blend two to four phonemes (sounds) into words.		CO	4	Speak clearly and understandably.	
RP	1	Describe the role of authors and illustrators.					
VO	4	Recognize common sight words	<i>Teachers will meet and update</i>				
CO	2	Compare what is heard with prior knowledge and experience.					

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SECOND QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
VO	1	Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.		RP	10	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	
PA	5	Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	Short vowels	PA	3	Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long vowel patterns, and by matching sounds to the corresponding letters.	
PA	3	Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and short-vowel patterns, and by matching sounds to the corresponding letters.	Phonics, Making Words,	WC	5	Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.	
RP	3	Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.		IT	5	Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.	National Geographic, science, soc. St.
LT	2	Identify characters, setting and events in a story.		WP	11	Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.	
PA	7	Add, delete or change sounds in a given word to create new or rhyming words.		WP	4	Use organizational strategies (e.g., brainstorming, lists, webs and Venn Diagrams) to plan writing.	
PA	8	Demonstrate a growing stock of sight words.	TBD	WP	6	Construct complete sentences with subjects and verbs.	
WC	4	Create phonetically-spelled written work that can usually be read by the writer and others.	<i>Written work, journals, tests, observations</i>	CO	1	Use active listening skills, such as making eye contact or asking questions.	
PA	4	Decode by using letter-sound matches.		RE	1	Discuss ideas for investigation about a topic or area of personal interest.	Nonfiction report; six traits of writing
WP	2	Develop a main idea for writing.		IT	6	Follow multiple-step directions.	

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THIRD QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
VO	8	Read root words and their inflectional endings (e.g., walk, walked, walking).		PA	10	Read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning.	Guided reading, Reader's Theatre, Poetry
RP	6	Recall the important ideas in fictional and non-fictional texts.	Guided reading groups, retells, Storytown, personal resources	IT	4	Identify central ideas and supporting details of informational text with teacher assistance.	
IT	2	Identify the sequence of events in informational text.		RP	7	Create and use graphic organizers such as Venn Diagrams or webs, with teacher assistance, to demonstrate comprehension.	
WA	2	Write responses to stories that include simple judgments about the text.		IT	3	Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).	Modeling, guided reading, writing research
WC	3	Spell high-frequency words correctly.	TBD	LT	4	Identify difference between stories, poems, and plays.	
RP	5	Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.	Guided Reading, shared reading, mentor texts	WC	8	Use nouns, verbs and adjectives (descriptive words).	Shared reading, mentor texts
VO	6	Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).		WP	10	Add descriptive words and details.	
RP	11	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).		CO	5	Deliver brief informational presentations that: <ul style="list-style-type: none"> <li>a. include and sort relevant information and details to develop topic</li> <li>d. express opinions.</li> </ul>	
				WP	3	Determine purpose and audience.	
				CO	7	Deliver simple, dramatic presentations (e.g., recite poems, rhymes, songs and stories).	

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FOURTH QUARTER							
ESSENTIAL INDICATORS			RESOURCES	SUPPORTING INDICATORS			RESOURCES
PA	9	Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.		VO	9	Determine the meaning of unknown words using a beginner's dictionary.	
RP	8	Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.		VO	5	Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).	
LT	3	Retell the beginning, middle and ending of a story, including its important events.		RP	9	Monitor comprehension of independently-or group-read texts by asking and answering questions.	
WA	1	Write simple stories with a beginning, middle and end that include descriptive words and details.		LT	1	Provide own interpretation of story, using information from the text.	
WC	2	Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).		WP	8	Use available technology to compose text.	
WP	5	Organize writing to include a beginning, middle and end.		WP	13	Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.	
PA	5	Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	<i>Long vowels</i>	CO	6	Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	
VO	2	Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).		RE	2	Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).	
WA	3	Write friendly letters or invitations that follow a simple letter format.		RE	3	Use books or observations to gather information to explain a topic or unit of study with teacher assistance.	
WP	12	Proofread writing to improve convention (e.g., grammar, spelling, punctuation and capitalization).		RE	4	Recall important information about a topic with teacher assistance.	
WP	9	Reread own writing for clarity.		RE	5	Report information to others.	
VO	7	Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).		CO	5	Deliver brief informational presentations that: <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic;</li> <li>c-organize information with a clear beginning, middle, &amp; ending.</li> </ul>	