Cambria Heights School District Curriculum

Course Name	English Language Arts
Grade Level	First grade

1.1	Foundational Skills **Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**			
Key Concepts		**Standard** **(Descriptor)**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Book Handling				
Print Concepts	• How does understanding the basic features of print help a reader better understand a text? • What are the distinguishing features of a sentence?	Demonstrate understanding of the organization and basic features of print. o Recognize the distinguishing features of a sentence.		word sequence capitalization end punctuation front book cover back cover title page author illustrator
Phonological Awareness	• How do sounds come together to create words?	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes). o Distinguish long from short vowel sounds in spoken single-syllable words. o Count, pronounce, blend, and segment syllables in spoken and written words. o Orally produce single-syllable words, including consonant blends and digraphs. o Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. o Add or substitute individual sounds (phonemes) in one-syllable words to make new words.		syllables long & short vowels blends segment digraphs phonemes

Phonics and Word Recognition	• How do decoding strategies help a reader to read unknown words? • How does a sight word vocabulary support a reader's development?	Know and apply grade level phonics and word analysis skills in decoding words. o Identify common consonant diagraphs, final-e, and common vowel teams. o Decode one and two-syllable words with common patterns. o Read grade level words with inflectional endings. o Read grade-appropriate irregularly spelled words correspondence.		word endings decoding strategies syllables sight words homophones
Fluency	How does fluency support a reader's comprehension?	• Read with accuracy and fluency to support comprehension: o Read on-level text with purpose and understanding. o Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. o Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		fluency accuracy expression rereading self monitoring comprehension

	Reading Informational Text			
1.2	**Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content (Grades 3-5)**	**Terminology**
Key Ideas and Details				
Main Idea	How does understanding main idea and details improve a reader's comprehension?	Identify the main idea and retell key details of text.		main ideas details retell
Text Analysis	How do readers make and describe connections between information in a text?	Ask and answer questions about key details in a text. Describe the connection between two individual, events, ideas, or pieces of information in a text.		question words 5W's and how making connections
Craft and Structure				
Point of View				
Text Structure	How does a reader use text features to locate key information while reading?	Use various text features and search tools to locate key facts or information in a text.		text features graphic aids
Vocabulary	How does a reader ask and answer questions to help determine the meaning of words in a text?	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text		questions
Integration of Knowledge and Ideas				
Diverse Media	How does a reader use the pictures and details in a book to gain meaning from a text?	Use the illustrations and details in a text to describe its key ideas.		illustrations details

Evaluating Arguments	How does a reader find the reasons an author gives to support specific points or arguments in a text?	Identify the reasons an author gives to support points in a text.		arguments
Analysis Across Texts	How does a reader compare and contrast two texts about the same topic?	Identify basic similarities in and differences between two texts on the same topic.		compare contrast Venn Diagram
Vocabulary Acquisition and Use	How does a reader demonstrate their understanding of new vocabulary? Why is it important for a reader to be able to determine the meaning of unknown and/or multiple meaning words?	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.		multiple meaning words signal connections
Range of Reading and Text Complexity	Why is it important to be able to read literary non-fiction and informational text independently and proficiently?	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.		literary non-fiction informational text

1.3	Reading Literature **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Key Ideas and Details				
Text Analysis	Why does a reader ask and answer questions as they read to demonstrate understanding?	Ask and answer questions about key details in a text.		key details asking questions
Literary Elements	How does a reader use key details in a text to better understand the elements of a story?	Describe characters, settings, and major events in a story, using key details.		literary elements key details
Theme	What is the theme of a story?	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		theme lesson/moral central message retell key details
Craft and Structure				
Point of View	How does a reader identify the point of view in a text?	Identify who is telling the story at various points in a text		point of view
Text Structure	How does a reader determine the difference between fiction and nonfiction books?	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.		fiction nonfiction
Vocabulary	What words does an author use to express feelings or appeal to the senses?	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		word choice senses
Integration of Knowledge and Ideas				
Sources of Information	How do the illustrations aid in the reader's understanding of the characters, setting and plot within a text?	Use illustrations and details in a story to describe characters, setting, or events.		picture walk characters setting plot

				details illustrations
Text Analysis	How does a reader compare and contrast the experiences of characters in a story?	Compare and contrast the adventures and experiences of characters in stories.		compare contrast Venn Diagram characters
Vocabulary Acquisition and Use	How does a reader acquire new vocabulary from a text? How does a reader demonstrate their understanding of new vocabulary?	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.		conversation signal words context clues
Strategies	• What strategies does a reader use to determine the meaning of unknown words in a text?	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.		decoding strategies multiple meaning words
Range of Reading and Text Complexity	How does a reader read grade level text across different genres?	Read and comprehend literature on grade level, reading independently and proficiently.		grade level text genre

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Informative /Explanatory Writing		Write informative/ explanatory texts to examine a topic and convey ideas and information.		
Focus	What is focus? How does a writer remain focused while writing?	Identify and write about one specific topic.		focus
Content	How does a writer develop a topic with relevant facts and information pertaining to the topic?	Develop the topic with two or more facts.		content facts
Organization	How can a writer group related information in a piece of writing? How can a writer effectively conclude a piece of writing?	Group information and provide some sense of closure.		organization concluding statement
Conventions	How does proper use of conventions assist a writer in the development of their writing? How does a writer use the classroom as a resource when writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. o Capitalize dates and names of people. o Use end punctuation; use commas in dates and words in series. o Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.		conventions capitalization punctuation commas proper nouns spelling patterns word wall
Style	How does a writer choose words and phrases to show style in their writing?	Choose words and phrases for effect.		style voice
Opinion/ Argumentative Writing		Write opinion pieces on familiar topics.		
Focus	How does a writer choose an idea from given topics? How does a writer form an opinion on what to write about?	Form an opinion by choosing among given topics.		opinion focus topic

Content	How do writers support their opinions with reasons that relate to the topic?	Support the opinion with reasons related to the opinion.		content opinion reasons
Organization	How does a writer create an organized piece of writing that includes reasons and provides a concluding statement?	Create an organizational structure that includes reasons and provides some sense of closure.		beginning middle end conclusion
Conventions	How does proper use of conventions assist a writer in the development of their writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		capitalization punctuation word wall
Style	How does a writer choose words and phrases to show style in their writing?	Use a variety of words and phrases.		style word choice voice
Narrative Writing		Write narratives to develop real or imagined experiences or events.		
Focus	• How does a writer establish a topic for a narrative piece?	Establish "who" and "what" the narrative will be about.		focus who what
Content	How does a writer incorporate thoughts and feelings in order to describe events in the story?	Include thoughts and feelings to describe experiences and events		feelings thoughts content experiences events
Organization	• How does a writer retell a sequence of events incorporating time order words to signal the order of events? • How does a writer provide closure to a narrative piece?	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.		temporal words transition words time order sequence
Conventions	How does proper use of conventions assist a writer in the development of their writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. o Capitalize dates and names of people. o Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.		capitalization punctuation proper nouns word wall grammar
Style	How does a writer choose words and phrases to show style in their writing?	Use a variety of words and phrases.		word choice style voice

Response to Literature			
Production and Distribution of Writing	How does a writer use feedback from peers and teacher conferences to strengthen their writing?	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	revise edit conference
Technology and Publication	How does a writer use technology to publish a piece of writing?	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	publish digital tools
Conducting Research	How does a writer participate in individual or shared research and writing projects?	Participate in individual or shared research and writing projects	research
Credibility, Reliability, and Validity of Sources	How does a writer use prior knowledge and information gathered from provided sources to answer a question?	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	reliable sources prior knowledge
Range of Writing	Why is it important for writers to routinely write a variety of pieces over a period of time? How do writers adjust their writing for a variety of purposes and audiences?	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	writing stamina reflection revision purpose audience

1.5	Speaking and Listening **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Comprehension and Collaboration				
Collaborative Discussions	How can participating in discussions increase a student's knowledge and understanding of an idea?	Participate in collaborative conversations with peers and adults in small and larger groups.		discussion collaborative conversation
Integrate and Evaluating Information	How does a student acquire information from a variety of formats by asking and answering questions?	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		questions read aloud details clarify
Evaluating Information	How does a student retell information from what a speaker has presentenced by asking relevant questions and giving appropriate answers?	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		questions clarify
Presentation of Knowledge and Ideas	How does a student clearly and effectively describe people, places, things, and events?	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		details description feelings
Integration of Knowledge and Ideas				
Multimedia and Ideas	• How does a student effectively use visual aids to express ideas, thoughts and feelings about a topic?	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.		visual aids displays
Content and Ideas	How does a student respond to a question in a complete sentence?	Produce complete sentences when appropriate to task and situation.		complete sentence naming part telling part
Conventions of Standard English	How does a student demonstrate command of standard English when speaking?	Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.		standard English