

# **Campbell County School District #1**

## **Gillette, Wyoming**

### **Language Arts – First Grade**

In Campbell County, first grade teachers are expected to teach this language arts curriculum using a well planned, comprehensive, researched based, balanced literacy program. This program includes whole class and small group (guided reading and intervention groups) instruction in phonemic awareness, phonics, comprehension, vocabulary expansion, fluency, oral grammar, writing, speaking, listening, library media, and handwriting. There should be an emphasis on informational text. Materials and resources provided by the district should be the first resource teachers turn to for instruction. Those core resources are:

- Treasures by Macmillan/McGraw-Hill
- Leveled books housed at LLC and in individual schools
- Lucy Calkins' Units of Study, Six Traits of Writing, and Step Up to Writing
- Handwriting Without Tears
- Third – sixth grades may choose from Treasures, Word Journeys or Rebecca Sitton for spelling instruction.

Campbell County teachers add their expertise to instruction to provide the most effective and explicit instruction for students. Teachers are expected to differentiate the instruction to meet the students' needs and accelerate their learning.

Note: The bulleted items in the curriculum are meant to give further information on the grade level standard or suggestions for instruction.

### **Reading Standards for Literature (Content Standard)**

College and Career Readiness Anchor Standards for Reading

- R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.CCR.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R.CCR.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.CCR.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.CCR.6. Assess how point of view or purpose shapes the content and style of a text.
- R.CCR.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.CCR.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R.CCR.10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Reading Standards for Literature (Critical-Assess DSPA LA-01-03)**

The student will:

### **RL.1.1 (Critical-Assess) Ask and answer questions about key details in a text.**

- Set a purpose for reading
- Make predictions
- Provide inferences

### **RL.1.2 (Critical-Assess) Retell stories, including key details, and demonstrate understanding of their central message or lesson.**

- Connect text to self
- Identify text to world connections (theme)
- Determine importance
- Retell a story in correct sequence which includes at least three main events from the story plot
- Provide inferences

### **RL.1.3 (Critical-Assess) Describe characters, settings, and major events in a story, using key details.**

- Analyze character, setting, and plot

### **RL.1.4 (Critical-Assess) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**

- Use a growing range of descriptive vocabulary
- Use context clues to predict and infer word meanings

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

- Use compare and contrast to enhance meaning

### **RL.1.6 (Critical) Identify who is telling the story at various points in a text.**

### **RL.1.7 (Critical) Use illustrations and details in a story to describe its characters, setting, or events.**

- Visualize

### **RL.1.9 (Critical) Compare and contrast the adventures and experiences of characters in stories.**

- Understand cause and effect

### **RL.1.10 (Critical) With prompting and support, read prose and poetry of appropriate complexity for grade 1.**

- Utilize read-alouds to model levels of meaning, structure, language conventionality and clarity
- Refer to Common Core pages 31-34.

## Reading Standards for Informational Text (Critical-Assess DSPA LA-01-03)

The student will:

### **RI.1.1 (Critical-Assess) Ask and answer questions about key details in a text.**

- Set a purpose for reading
- Make predictions
- Provide inferences and draw conclusions

### **RI.1.2 (Critical-Assess) Identify the main topic and retell key details of a text.**

- Connect text to self
- Identify text to world connections (theme)
- Determine importance
- Provide inferences and draw conclusions

### **RI.1.3 (Critical) Describe the connection between two individuals, events, ideas, or pieces of information in a text.**

### **RI.1.4 (Critical-Assess) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**

- Learn new vocabulary through read-alouds, explicit instruction, and independent reading
- Use context clues to predict and infer word meanings

### **RI.1.5 (Critical-Assess) 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 (Critical-Assess) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**

### **RI.1.7 (Critical) Use the illustrations and details in a text to describe its key ideas.**

### **RI.1.8 (Critical) Identify the reasons an author gives to support points in a text.**

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

- Analyze text structure: descriptive, compare/contrast, chronological

### **RI.1.10 (Critical) With prompting and support, read informational texts appropriately complex for grade 1.**

- Utilize read-alouds to model levels of meaning, structure, language conventionality and clarity
- Refer to Common Core pages 31-34

## Reading Standards for Foundational Skills (Critical-Assess DSPA LA-01-03)

The student will:

### **FS.1.1 (Critical) Demonstrate understanding of the organization and basic features of print.**

- a. **(Critical)** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**FS.1.2 (Critical)** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. **(Critical)** Distinguish long from short vowel sounds in spoken single-syllable words.  
b. **(Critical)** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
c. **(Critical)** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
d. **(Critical)** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**FS.1.3 (Critical-Assess)** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. **(Critical-Assess)** Know the spelling-sound correspondences for common consonant digraphs.
- “sh,” “th,” “ch,” and “wh”
- b. **(Critical-Assess)** Decode regularly spelled one-syllable words.
- Know “r” and “l” blends and use them as an aid in decoding words
  - Know r-controlled vowel sounds to decode words with VR pattern (“ar,” “er,” “ir,” “or,” “ur”)
- c. **(Critical-Assess)** Know final -e and common vowel team conventions for representing long vowel sounds.
- “ai,” “ay,” “ea,” “ee,” and “oa”
- d. **(Critical)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. **(Critical)** Decode two-syllable words following basic patterns by breaking the words into syllables.
- Refer to Treasures Unit 6, Week 1
- f. **(Critical)** Read words with inflectional endings.
- g. **(Critical-Assess)** Recognize and read grade-appropriate irregularly spelled words.

**FS.1.4 (Critical-Teach)** Read with sufficient accuracy and fluency to support comprehension.

- a. **(Critical)** Read on-level text with purpose and understanding.
- DRA Level 16
- b. **(Critical)** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. **(Critical)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use a variety of strategies in decoding such as:
    - Use beginning and ending consonants
    - Skip the word, read to the end of the sentence, then go back and read again
    - Start again
    - Stretch the word
    - Look for chunks
    - Use picture clues
    - Make an educated guess- Does the word make sense?
    - Flip the vowel sound

## **Writing Standards (Content Standard)**

College and Career Readiness Anchor Standards for Writing

- W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.CCR.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.CCR.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.CCR.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.CCR.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.CCR.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The student will:

- W.1.1 (Critical)** 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.1.2 (Critical)** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 (Critical-Assess DSPA 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.
  - Students will write a story with a beginning, middle, and end.
- W.1.5 (Critical)** 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.
  - Supported through Writer’s Workshop
- W.1.6 (Critical)** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - Supported through Writer’s Workshop
- W.1.7 (Critical)** 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 (Critical)** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening Standards (Content Standard)**

College and Career Readiness Anchor Standards for Speaking and Listening

- SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.CCR.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.CCR.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.CCR.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The student will:

- SL.1.1 (Critical) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1**
  - a. (Critical) 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).**
  - b. (Critical) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
  - c. (Critical) Ask questions to clear up any confusion about the topics and texts under discussion.**
- SL.1.2 (Critical) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
- SL.1.3 (Critical) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**
- SL.1.4 (Critical) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**
- SL.1.5 (Critical) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**
- SL.1.6 (Critical) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)**

## **Language Standards (Content Standard)**

College and Career Readiness Anchor Standards for Language

- L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.CCR.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.CCR.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.CCR.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LCCR.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The student will:

### **L.1.1 (Critical) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

- a. (Critical) Print all upper- and lowercase letters.**
- b. (Critical) Use common, proper, and possessive nouns.**
- c. (Critical) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
- d. (Critical) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).**
- e. (Critical) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).**
- f. (Critical) Use frequently occurring adjectives.**
- g. (Critical) Use frequently occurring conjunctions (e.g., and, but, or, so, because).**
- h. (Critical) Use determiners (e.g., articles and demonstratives)**
  - Articles (a, and, the)
  - Demonstratives (this, that, those, these)
- i. (Critical) Use frequently occurring prepositions (e.g., during, beyond, toward).**
- j. (Critical) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**
  - Declarative sentence (statement)
  - Imperative sentence (command)
  - Interrogative sentence (question)
  - Exclamatory (exclamation)

### **L.1.2 (Critical-Teach or Assess DSPA LA-01-04-03) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

- a. (Critical-Assess DSPA LA-01-04-03) Capitalize dates and names of people.**
- b. (Critical-Assess DSPA LA-01-04-03) Use end punctuation for sentences.**
- c. (Critical) Use commas in dates and to separate single words in a series.**
- d. (Critical-Assess – DSPA LA-01-04-04) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
  - CVC – short vowels
  - CVCe – long vowels

- CVVC – long vowel teams
- VR – r-controlled vowels
- L, R, and S blends
- Blends - scr-, spl-, spr-, str
- Digraphs – sh, th, ch, tch, wh
- High frequency words

**e. (Critical) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**

**L.1.4 (Critical) 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.**

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

**b. (Critical) Use frequently occurring affixes as a clue to the meaning of a word.**

(e.g. re-, un-, pre-, -ful, -less)

**c. (Critical) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

**L.1.5 (Critical) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**

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

**b. (Critical) 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).**

**c. (Critical) Identify real-life connections between words and their use (e.g., note places at home that are cozy).**

**d. (Critical) 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.**

**L.1.6 (Critical) 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., because).**

## **LA-01-05 FOREIGN LANGUAGE (Content Standard)**

State Standard and Benchmark Correlation:

FL2.1.1 Mimic Everyday Language (taught but not tested)

FL2.1.2 Listen to and Comprehend Everyday Language (taught but not tested)

FL2.2.1 Products, Practices of the Target Culture (taught but not tested)

Students will be exposed to the content of the Salsa program: Spanish.

**LA-01-05-01 - Salsa Program: Spanish (Objective)**

**C - Critical--Assessment Reporting Required**

Students will be exposed to the content of the Salsa program: Spanish.