

Crawford Central School District

Grade 1 English Language Arts Curriculum

	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/D/M
Reading	Effective readers describe how characters respond to major events and challenges in the story.	<p>1.How do readers create meaning from literary texts through story elements?</p> <p>2. How do character actions affect the sequence of events in the story?</p>	Literature and Informational Text	Ask and answer questions about key details in a text.	<p>teacher observation, checklist,</p> <p>oral/written responses</p> <p>PDE SAS assessment</p>	<p>trade books,</p> <p>decodable books,</p> <p>basal resource</p> <p>Wit & Wisdom</p> <p>Geodes</p>	<p>CC.1.3.1.B</p> <p>CC.1.2.1.B</p>	M
				Ask and answer who, what, where, when, why and how questions.			<p>CC.1.3.2.B</p> <p>CC.1.2.2.B</p>	D
				Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			<p>E03.A-DK.1.1.1</p>	I
				Retell stories, including key details, and demonstrate understanding of their central message.			CC.1.3.1.A	M

				Recount stories and determine their central message, lesson or moral.			CC.1.3.2.A	D
				Describe characters, settings, and major events.			CC.1.3.1.C	M
				Describe how characters in a story respond to major events and challenges.			CC.1.3.2.C	D
				Identify the main idea and retell key details of text.			CC.1.2.1.A	M
				Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.			CC.1.2.2.A	D
				Describe the connection between two individuals, events, ideas, or pieces of information in a text.			CC.1.2.1.C	M
				Describe the connection between a series of events, concepts, or steps in a procedure within a text.			CC.1.2.2.C	D
				Identify who is telling the story at various points in a text.			CC.1.3.1.D	M

				Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			CC.1.3.2.D	D
				Compare and contrast the adventures and experiences of characters			CC.1.3.1.H	M
				Compare and contrast two or more versions of the same story different authors or from different cultures.			CC.1.3.2.H	D
				Use various text features and search tools to locate key facts or information			CC.1.2.1.E	M
				Use various text features and search tools to locate key facts or information in a text efficiently.			CC.1.2.1.E	D
				Identify the reasons an author gives to support points			CC.1.2.1.H	M
				Describe how reasons support Specific points the author makes in a text.			CC.1.2.2.H	D

				Identify basic similarities in and differences between two texts on the same topic			CC.1.2.1.I	M
				Compare and contrast important points presented by two texts on the same topic			CC.1.2.2.I	D
				Use the illustrations and details in a text to describe its key idea.			CC.1.2.1.G	M
				Explain how graphic representations contribute to and clarify			CC.1.2.2.G	D
				Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)			E03.B-C.3.1.3	I
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/D/M
Vocabulary	An expanded vocabulary enhances one's ability to express	Why learn new words? What strategies and resources does the learner	Acquisition and Usage: Literature and Informational Text	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	oral or written responses, formal and informal weekly assessments	read alouds, reading resources writing resources COPS	CC.1.3.1.I CC.1.2.1.K	M

	ideas and information.	use to figure out unknown vocabulary? How does one develop and refine vocabulary?		based on grade-level reading and content.		Geodes		
				Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	oral or written responses, formal and informal weekly assessments	read alouds, reading resources writing resources COPS Geodes	CC.1.3.2.I CC.1.2.2.K	D
	Big Idea	Essential Questions	Content	Skills	Assessment	Resources	Standards	I/D/M
Writing	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What is the purpose of writing?	Focus for writing	Informational: Identify and write about one topic. A. Tell about a topic orally with two or more facts. B. Include illustrations C. Develop the topic D. Conclusion E. Incorporate details	Weekly writing piece	District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.B	D D I D I

				relevant to the topic				
	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What is the purpose of writing?	Focus for writing	Opinion: Form an opinion by choosing among given topics. <ul style="list-style-type: none"> A. Draw a picture and write a sentence B. Choose a position C. State reasons D. Support with personal observations E. Conclusion 	Weekly writing piece	District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.H	D I D I I
	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What is the purpose of writing?	Focus for writing	Narrative: Develop real or imagined experiences or events. <ul style="list-style-type: none"> A. Draw a picture and write a sentence B. Establish who and what the narrative will be about. C. Elements <ol style="list-style-type: none"> 1. Setting 2. Characters 3. Problem/ Conflict 4. Series of events 5. Use description and dialogue 6. Solution 	Weekly writing piece	District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.N	D D D D I I I I D

				7. Conclusion				
	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What is the purpose of writing?	Writing time frame	Write routinely over extended time frames for research, reflection, and revision. Write shorter time frames for specific tasks.		District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.X	I D
	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing?	Production and revision of writing	With oral guidance from adults and peers, respond to strengthen writing		District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.T	I
	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing?	Organization	A. Dictate or write with sequence B. Write with a beginning, middle and end C. Sequential order D. Problem/ Solution		District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.P CC.1.4.1.D CC.1.4.1.J	D I D I
	Audience and purpose influence a writer's choice of	What makes clear and effective writing?	Style	A. Precise language to convey writers meaning.		District resources	CC.1.4.1.E CC.1.4.1.K CC.1.4.1.Q	D D I D I

	organizational pattern, language, and literary techniques.			<ul style="list-style-type: none"> B. Declarative sentences C. Imperative, Interrogative, Exclamatory D. Simple sentences E. Compound sentences 		Teacher collaboration Wit & Wisdom		
	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing?	Conventions	<p>Capitalization:</p> <ul style="list-style-type: none"> 1.Sentence beginnings 2.Names of people, date, and pronoun I <p>Punctuation:</p> <ul style="list-style-type: none"> 1.Use periods 2.Use exclamation points 3.Use question marks 4.Use commas to separate words 5.Use commas after day and before year 6.Use colons between the hours and minutes for time <p>Spelling:</p> <p>Spell words using common spelling patterns</p>		District resources Teacher collaboration Wit & Wisdom	CC.1.4.1.L CC.1.4.1.F	D I D D I I I I I D

	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/D/M
Grammar (In Writing)	Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Parts of speech	Nouns: 1.Common 2.Proper 3.Singular/Plural Pronouns: 1.Use pronoun I Verbs: 1.Action 2.Past, Present, Future Tense 3.Subject Verb Agreement Adjectives: 1.Common Conjunctions: 1.Common Complete Sentences: 1.Simple 2.Subject/Predicate 3.Compound	oral or written responses, formal and informal weekly assessments	District resources Teacher collaboration	CC.1.4.1.F CC.1.4.1.L CC.1.4.1.R	D I D D I I I I D I I
Speaking and Listening	Active listeners make meaning from what they hear by questioning, reflecting,	How do speakers effectively communicate a message?	Conventions of standard English	Demonstrates the conventions of standard English when speaking based on grade level content. Produces complete sentences	Oral response Checklist	District resources Wit & Wisdom	CC.1.5.1.A CC.1.5.1.B CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E	D D D I D

	<p>responding, and evaluating.</p> <p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>			<p>Asks and answers questions to clarify concept</p> <p>Describes people, places, and things</p> <p>Participates in conversations with peers and adults</p>			<p>CC.1.5.1.F</p> <p>CC.1.5.1.G</p>	<p>I</p> <p>D</p>
	Big Idea	Essential Question	Content	Skills	Assessment	Resources	Standards	I/D/M
Foundational Skills	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	How do strategic readers create meaning from informational and literary text?	Print Concepts	Recognize the distinguishing features of a sentence.	<p>Teacher observation</p> <p>Teacher created checklist</p>	<p>Fundations</p> <p>ATC</p> <p>Wit & Wisdom</p>	CC.1.1.1.B	D
		How do strategic readers create meaning from informational and literary text?	Phonological Awareness	<p>Understand spoken words, syllables and phonemes</p> <ol style="list-style-type: none"> Distinguish long and short vowel sounds in spoken single-syllable words Count, pronounce, blend and 	Teacher observation	<p>Chipper chat</p> <p>Neuhaus</p> <p>Fundations</p> <p>ATC</p>	CC.1.1.1.C	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>

				<p>segment syllables</p> <ol style="list-style-type: none"> 3. Orally produce single-syllable words with blends and digraphs 4. Isolate and pronounce beginning, middle and ending sounds in single-syllable words 5. Add or substitute sounds to make new words for one syllable words 				
		How do strategic readers create meaning from informational and literary text?	Phonics and Word Recognition	<p>Know and apply grade level phonics and word analysis skills to decode words</p> <ol style="list-style-type: none"> 1. Identify common consonant digraphs <ul style="list-style-type: none"> • ch, sh, th, wh, ck 2. Final e <ul style="list-style-type: none"> • a_e, o_e, u_e, l_e, (e_e) 3. Common vowel teams <ul style="list-style-type: none"> • ee, ai, ay, ea, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew, au, aw 	Weekly spelling check	<p>LETRS module</p> <p>Teacher created resources</p> <p>ATC</p> <p>Fundations</p>	CC.1.1.1.C	<p>D</p> <p>D</p> <p>D</p> <p>D</p>

				4. R-Controlled vowel <ul style="list-style-type: none"> • or, ar, er, ir, ur 				
		How do strategic readers create meaning from informational and literary text?		Know and apply grade level phonics and word analysis skills to decode one and two syllable words with common patterns. Beginning Blends: 1.l-blends 2.s-blends 3.r-blends Ending Blends Open Syllable Closed Syllable Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk	Weekly spelling check	LETRS module Teacher created resources ATC Foundations	CC.1.1.1.C	D D D D D D D
		How do strategic readers create meaning from informational and literary text?		Reads grade level words with inflectional endings with no change in base word. 1.s 2.ed 3.ing 4. es	Checklist	LETRS module Teacher created resources ATC Foundations Wit & Wisdom	CC.1.1.1.C	D
		How do strategic readers create meaning from informational and literary text?		Read grade appropriate irregularly spelled and high frequency words (Trick Words)	Checklist	Flash cards Teacher created resources ATC Foundations	CC.1.1.1.C	D

			Fluency	<p>Read with accuracy and fluency to support comprehension</p> <ol style="list-style-type: none"> 1. Read grade level text with purpose and understanding 2. Read grade level text orally with appropriate rate, accuracy, and expression 3. Use context to confirm or self-correct word recognition 	<p>Running records</p> <p>MAP assessment</p>	<p>Primary phonics readers</p> <p>Leveled readers</p> <p>District language arts resource</p> <p>Grade level fluency passages</p> <p>Teacher created materials</p> <p>Wit & Wisdom</p>	CC.1.1.1.E	D
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