



Bedford Public Schools

Grade 1 – English Language Arts

The Davis School first grade program stands on the shoulders of the kindergarten skills and strategies. Students continue to build their foundational skills in speaking, listening, reading, and writing. Our first grade students concentrate on the five elements of balanced literacy instruction: phonemic awareness (individual sounds in words), phonics, comprehension, vocabulary, and reading fluency.

The first-grade reading curriculum includes whole group and small group instruction. Students work on attaining and applying phonic skills to become independent readers. Teachers incorporate a variety of reading strategies, including multi-sensory methods and a systematic sequential phonics/spelling program. During their reading block, students read quality children's literature as they learn to identify text structures (beginning, middle, and end), recognize predictable text patterns, and practice reading in phrases (fluency), all the while monitoring their understanding of what they are reading. In addition, children begin to have discussions about the books they read.

Our first grade writing program focuses on developing writing skills that include generating ideas, planning, writing personal narratives, informational, and opinion pieces. In Writers' Workshop, our young writers work on writing about a topic that is supported by interesting details. Students write in complete sentences and revise and edit in order to provide clarity for the reader. Our year-long goal is for children to build confidence in their ability to communicate through their writing.

The Bedford Public Schools' K-5 English Language Arts curriculum is aligned to the 2011 Common Core State Standards. By incorporating essential questions and enduring understandings to units of study, children engage in higher order thinking skills, with the intention of helping each child to become a life-long learner.



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Literature

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Fiction follows a predictable structure that helps in comprehending what is read. 	<ul style="list-style-type: none"> • Why do we read? • How does a student learn to read? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a story. • Listen and retell a familiar story including a beginning, middle, and an end. • Describe characters, setting, major events, and key details within a story. • Identify who is telling the story at different points in a text. • Identify words and phrases within a text that suggest feelings. • Explain differences between fiction and books that give information through a wide variety of texts. • Compare and contrast experiences of characters in stories. • Use illustrations to describe characters, setting or events. • Read grade level prose and poetry that is the appropriate complexity for grade one.

Informational Text

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading informational text expands our understanding of the world and its people. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Informational texts have specific features that aid in understanding. 	<ul style="list-style-type: none"> • How does reading informational text help us understand our world? • How does understanding a genre’s structure help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify main idea and retell key details of a topic. • Make connections between two events, ideas, or pieces of information in a text. • Ask and answer questions to determine/clarify meaning of words. • Know and effectively use various text features. • Use illustrations and details to describe key ideas. • Distinguish between information provided by pictures and information provided by words in a text. • Compare and contrast two texts on the same topic. • Identify the reasons authors give to support their points in a text. • Read informational texts that are appropriately complex for grade one.

Reading Foundations

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> Reading with accuracy and fluency aids in comprehension. Effective readers monitor their understanding of text by adjusting their strategies. Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<ul style="list-style-type: none"> How do we learn to read? How do we figure out a word we do not recognize? How does fluency affect reading comprehension? 	<p style="text-align: center;">Print Concepts</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. <p style="text-align: center;">Phonological Awareness</p> <ul style="list-style-type: none"> Distinguish long from short vowel sounds in a spoken single syllable word. Blend sounds in words. <p style="text-align: center;">Phonics</p> <ul style="list-style-type: none"> Know and apply grade level phonics skills. Know the spelling of common consonant digraphs. Decode regularly spelled one and two syllable, grade level words. Know final –e and common vowel teams conventions that represent long vowel sounds. Use knowledge that every syllable must have a vowel in order to determine the number of syllables in a word. Read words with inflectional endings (i.e. -s, -es, -ed). Recognize and read grade appropriate sight words.

Opinion/Persuasive Writing

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Opinion writing is a means to express ideas of importance and provide convincing evidence. • Writing can be expressed in several ways: <ol style="list-style-type: none"> 1. drawing 2. oral dictation 3. written words 4. digital media • Writers get their ideas for writing from their own personal experiences and from the world around them. 	<ul style="list-style-type: none"> • How do I use writing to communicate my opinions and convince others? 	<ul style="list-style-type: none"> • Introduce a topic. • Write an opinion. • Use linking words (i.e. because, and). • Provide reasons for opinion. • Provide a sense of closure. • Revise work (i.e. add detail, sequence, word choice). • Edit work (i.e. punctuation, spacing, spelling). • Utilize digital media to publish their writing.

Informative/Explanatory Writing

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writing is a means to help others understand and learn. • Informative writing can be expressed in several ways: <ol style="list-style-type: none"> 1. drawing 2. oral dictation 3. written words 4. digital media • Writers get their ideas for writing from their own personal experiences and from the world around them. 	<ul style="list-style-type: none"> • Where do writers get their ideas? • How do I organize my writing in order to teach others? 	<ul style="list-style-type: none"> • Introduce a topic. • Incorporate features of informational writing. • Create pieces that include transitional words to show sequence. • Gather information from provided sources to answer a question. • Provide a sense of closure. • Revise work (i.e. add detail, sequence, word choice). • Edit work (i.e. punctuation, capital letters, spacing). • Utilize digital tools to publish their writing.

Narrative Writing

Enduring Understandings In order to meet the standards, the students will need to understand that . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Narrative writing is a means to share stories based on personal experiences. • Writing can be expressed in a variety of ways: <ol style="list-style-type: none"> 1. drawing 2. oral dictation 3. written words 4. digital media • Writers get their ideas for writing from their own personal experiences and from the world around them. 	<ul style="list-style-type: none"> • Where do writers get their ideas? • What are the stories that I can draw, tell or write? 	<ul style="list-style-type: none"> • Determine a topic. • Write about events in sequential order. • Incorporate some details in their writing. • Provide a sense of closure that includes a reaction, such as feelings or thoughts. • Revise work (i.e. add detail, sequence, word choice). • Edit work (i.e. punctuation, spacing, spelling). • Utilize digital tools to publish their writing.

Speaking and Listening

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • There is a structure that governs language, which allows us to communicate our message clearly. • Active listening helps us to navigate and understand our world. 	<ul style="list-style-type: none"> • Why is being an active listener important? • How do we speak so that others understand our message? 	<ul style="list-style-type: none"> • Participate in conversations with diverse partners in small and large groups. • Follow agreed upon rules for discussion. • Build on others’ talk in conversation by responding to the comments of others. • Ask questions to clear up confusion about topics or texts under discussion. • Ask and answer questions about key details in a read aloud, information presented orally, or through other media. • Describe clearly people, places, things, and events with relevant details. • Add drawings/visuals when appropriate to clarify ideas, thoughts and feelings. • Produce complex sentences.

Language

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Command of the English language is important when speaking and writing. • Rules and conventions help readers and writers understand what is being communicated. 	<ul style="list-style-type: none"> • How do the rules of language affect communication? • How does having command of the English language affect our daily lives? 	<p style="text-align: center;">Conventions: Grammar and Usage</p> <ul style="list-style-type: none"> • Print all upper and lower case letters. • Use common, proper and possessive nouns. • Use singular and plural nouns with matching verbs. • Use personal, possessive, and indefinite pronouns. • Use present, past, and future tense verbs. • Use frequently occurring adjectives, conjunctions, prepositions, and articles. • Produce and expand all sentence types (i.e. declarative, interrogative, imperative, exclamatory). <p style="text-align: center;">Conventions: Spelling and Writing</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation in sentences. • Use commas in dates and lists. • Use conventional spelling for common patterns and grade level sight words. • Spell new words phonetically. <p style="text-align: center;">Vocabulary: Acquisition and Use</p> <ul style="list-style-type: none"> • Use context clues to gain meaning of new words. • Use common affixes as a clue to the meaning of unknown works. • Identify common root words and their inflectional endings.

Language (cont.)

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
		<ul style="list-style-type: none"> • Sort words based on concepts. • Define words by category and by one or more key attributes. • Identify real-life connections between words and their use. • Understand /use /act out synonyms. Use words and phrases acquired through conversations, reading, read alouds, and text talks, including using frequently occurring conjunctions to signal relationships.