



English Language Arts Curriculum

Lower Elementary

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Expectations for Students

CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.3.D - Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade-appropriate irregularly spelled words.
- Identify common consonant digraphs, final-e, and common vowel teams.
- Decode one and two-syllable words with common patterns.
- Read grade level words with inflectional endings.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words with long vowels and words with common prefixes and suffixes.
- Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.

CC.1.1.3.E - Read with accuracy and fluency to support comprehension:

- Identify common consonant digraphs, final-e, and common vowel teams.
- Decode one and two-syllable words with common patterns.
- Read grade level words with inflectional endings.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Expectations for Students

CC.1.2.3.A - Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B - Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.D - Explain the point of view of the author.

CC.1.2.3.E - Use text features and search tools to locate and interpret information.

CC.1.2.3.F - Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.2.3.G - Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H - Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I - Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.1.2.3.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

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.

Expectations for students

CC.1.3.3.A - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B - Ask and answer questions about the text and make inferences from text, referring to text to support responses.

CC.1.3.3.C - Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.D - Explain the point of view of the author.

CC.1.3.3.E - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.F - Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.3.3.G - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.H - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

CC.1.3.3.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective.

Expectations for Students

CC.1.4.3.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B - Identify and introduce the topic.

CC.1.4.3.C - Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E - Choose words and phrases for effect.

CC.1.4.3.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.G - Write opinion pieces on familiar topics or texts.

CC.1.4.3.H - Introduce the topic and state an opinion on the topic.

CC.1.4.3.I - Support an opinion with reasons.

CC.1.4.3.J - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K - Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.M - Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N - Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P - Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.Q - Choose words and phrases for effect.

CC.1.4.3.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.3.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U - With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V - Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X - 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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Expectations for Students

CC.1.5.3.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C - Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.F - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CC.1.5.3.G - Demonstrate command of the conventions of standard English when speaking based on level and content.

Activities and Experiences

Guided reading lesson	Graphic Organizers	Teacher Demonstrations
Moveable alphabet activities	Higher Level Questioning	Technology Integration
Phonogram box activities	Internet	Videos
Puzzle/sight words activities	Research	Words Their Way activities
Anchor Charts	Journals/Kid Writing	Grammar box activities
Class Discussions	Presentations	Language tower activities
Critical Thinking	Readers' Theater	Sandpaper letter activities
	Research	Writer's workshop
	Small Group Interventions	Handwriting Without Tears

Materials and Resources

Moveable alphabet	Three-Part Cards
Sandpaper letters	Internet
Fountas and Pinnell library	Mentor Texts
Phonogram boxes	Resource Books
Dolch high frequency word lists	Supplemental Readings
Grammar Boxes	Trade Books, Picture Books
Language tower	Videos
Montessori Language cards	

Assessments

Fountas and Pinnell assessments	Reports
Observations	Projects
End of year writing assessments	Words Their Way assessments
Oral presentations	