

KPBSD GRADE 1 LANGUAGE ARTS CURRICULUM GUIDE

ON-GOING

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	On-going thru year			
NEW	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	On-going thru year			
NEW	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	On-going thru year			

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1.3.6	Produces legible handwriting with correct spacing, letter formation, and pencil grip	On-going-thru year		HWT MATERIALS	Report card assessment
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FIRST QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW 1.3.5	Capitalize dates and names of people.			Volume 2: TE T164-T165 Volume 3: TE T72-T73 Volume 5: TE T70, T72-T73, T161 Volume 6: TE T168-T169	
NEW 1.3.4 1.3.5	Use end punctuation for sentences.				
1.3.1	Writes first name and last name with initial capitals and lowercase letters			Volume 3: TE T70-T71	Report card assessment
NEW	Use common, proper, and possessive nouns.				
NEW	Use frequently occurring adjectives.				
OLD 1.1.1 1.1.2 1.1.3 1.2.1	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at			(1.1.1) Volume 1: TE T57, T149, T152, T207, T225, T235, T241 Volume 2: TE T23, T42-T43, T63, T68-T69, T116- T117, T136-T137, T146,	COMMON QUARTER

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	the end).			T157, T162- T163, T230, T240, T256-T257, T361, T419, T429, T434-T435, T471 (1.1.2) Volume 1: TE T319, T339, T423 Volume 2: TE T325, T463 Volume 3: TE T257, T311, T407, T439 (1.1.3) Volume 1: TE T433, T440-T441 Volume 2: TE T59	
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SECOND QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW 1.3.4	Use commas in dates and to separate single words in a series.			Volume 1: TE T244-T245, T338, T402-T410 Volume 3: TE T256 Volume 4: TE T130-T142	
NEW	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
NEW	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).				
1.2.1	Writes thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists)			Volume 3: TE T119, T161 Volume 4: TE T259	
NEW 1.3.3	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions				

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<p>OLD 1.1.1 1.1.2 1.1.3 1.2.1</p>	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).</p>			<p>(1.1.1) Volume 3: TE T45, T64, T160, T214- T215, T236-T237, T246, T257, T349 Volume 4: TE T47, T143, T145, T262, T449 (1.1.2) Volume 4: TE T67, T161, T165, T317, T337, T433 Volume 5: TE T65 Volume 6: TE T309 (1.1.3) Volume 4: TE T443 Volume 5: TE T237, T239, T259, T409, T441, T458- T459</p>	<p>COMMON QUARTER</p>
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THIRD QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessments
NEW	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).				
NEW	Use frequently occurring conjunctions (e.g., and, but, or, so, because)				
NEW 1.3.2	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			Volume 4: TE T66, T263 Volume 6: TE T161, T168-T169	
1.5.1	Identifies sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.)		3.B.2.1; 3.C.2.1; 4.B.2.1 Select and use appropriate reference materials.		
NEW	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that				COMMON QUARTER

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	restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).				
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FOURTH QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessments
NEW 1.3.3	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			Volume 5: TE T72-T73, T264, T456-T457 Volume 6: TE T70, T168-T169, T214, T260, T405	
1.4.1	Works with peers or teachers to rearrange and add supporting details to improve clarity.			Volume 5: TE T72-T73, T266-T267, T451, T458-T459 Volume 6: TE T72-T73, T235, T262-T263, T454-T455	
1.4.2	Gives and receives ideas and suggestions about writing and responds appropriately.			Volume 5: TE T168-T169, T266- T267, T451 Volume 6: TE T72-T73, T262-T263, T454-T455	
NEW	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 or combine or summarize information/facts learned).				COMMON QUARTER