

# KPBSD ELA CURRICULUM

## 1<sup>st</sup> GRADE – LANGUAGE STANDARDS

### Desired Results

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<p><b>PRIORITY STANDARDS</b></p> <p><b>1.L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Print all upper- and lowercase letters.</p> <p>b) Use common, proper, and possessive nouns.</p> <p>c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e) 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).</p> <p>f) Use frequently occurring adjectives.</p> <p>g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h) Use determiners (e.g., articles, demonstratives).</p> <p>i) Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>1.L.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize dates and names of people.</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar, usage, capitalization, and punctuation when writing or speaking.</li> </ul>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Proper grammar must be applied to speaking and writing.</li> <li>• Proper conventions must be applied in writing.</li> <li>• Proper grammar and conventions must be recognized in reading.</li> <li>• Knowledge of phonetics must be utilized to produce writing.</li> <li>• Meaning of words can be identified by determining the context of a text.</li> </ul>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• What is the relationship between oral and written language?</li> <li>• How do readers apply word structure analysis and vocabulary skills to comprehend selections?</li> <li>• How do I speak and write correctly?</li> <li>• How do I know correct vocabulary when writing, speaking, and reading?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to use words correctly when writing and speaking.</li> <li>• How to print all of the upper- and lowercase letters.</li> <li>• How to use common, proper, and possessive nouns.</li> <li>• How to use singular and plural nouns with matching verbs in sentences.</li> <li>• How to use pronouns (I, me, my, they, them, their, anyone, everything).</li> <li>• How to use verbs in the right way to tell about the past, the present, and the future.</li> <li>• How to use adjectives.</li> <li>• How to use conjunctions (and, but, or, so, because).</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Producing oral and written sentences that are grammatically correct and appropriate for 1<sup>st</sup> grade.</li> <li>• Printing upper- and lowercase letters.</li> <li>• Using parts of speech.</li> <li>• Identifying various types of sentences.</li> <li>• Using capitalization and punctuation where appropriate.</li> <li>• Analyze text for context for the meaning of an unknown word.</li> <li>• Recognizing affixes and inflectional endings.</li> <li>• Identifying context clues to clarify the meaning of a word or text.</li> </ul>	

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<p>b) Use end punctuation for sentences.</p> <p>c) Use commas in dates and to separate single words in a series.</p> <p>d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>1.L.4.</b> 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.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>SUPPORTING STANDARDS</b></p> <p><b>1.L.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b) 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).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> <li>• How to use determiners (a, the, this, that, my, many, few).</li> <li>• How to use common prepositions (during, beyond, toward).</li> <li>• How to use simple and compound sentences (statements, questions, commands, and exclamations).</li> <li>• How to write sentences correctly.</li> <li>• How to use capital letters in dates and also when writing people’s names.</li> <li>• To use the right punctuation at the end of sentences.</li> <li>• To use commas when writing the date or when making a list of things in a sentence.</li> <li>• To use sight words and spelling patterns to help spell words correctly.</li> <li>• To use what they know about letters and their sounds to spell new words correctly.</li> <li>• How to figure out what words mean by using the strategies they know and thinking about what they have read.</li> <li>• To use the whole sentence to help figure out what other words in the sentence mean.</li> <li>• To use the beginnings and endings of words to help figure out what it means.</li> <li>• How to find root words with different endings.</li> <li>• How words are related and how their meanings might be alike.</li> <li>• How to sort things into groups and use the names of the groups to help to understand them better (colors, clothing).</li> <li>• How to explain a word by telling how it belongs in a group.</li> <li>• How to tell how words are used in real-life (places in my house that are cozy).</li> </ul>	<ul style="list-style-type: none"> <li>• Applying acquired vocabulary into speaking, reading, and writing.</li> </ul>
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<p>d) 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.</p> <p><b>1.L.6.</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> <li>• To tell or show the difference between verbs (action words) that are almost alike (look, peek, glance, stare, glare, scowl).</li> <li>• To tell or show the difference between adjectives (describing words) that are almost alike (big, large, gigantic).</li> <li>• How to use the new words they learn in different ways to show that they know what they mean.</li> </ul>	
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubrics aligned to the standards</p>	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>• Running Records (R-CBM)</li> <li>• Phonemic Awareness (PSF, LNF, LSF, NWF)</li> <li>• Benchmark Assessments</li> <li>• Raz Kids</li> <li>• Houghton-Mifflin Journeys Weekly Comprehension Assessments</li> <li>• Moby Max</li> <li>• Writing artifacts</li> <li>• MAPS</li> </ul> <p><b>OTHER EVIDENCE:</b></p> <p>Anecdotal Records            Teacher Observations            Classroom Discussions            Collaboration with Peers</p>	

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### Vocabulary

Sentence Uppercase Lowercase Adjective Question Exclamation Period Question Mark	Date Capitalize Punctuate Picture Understand Meaning Prefix	Suffix Synonym Antonym Retell Details Important Event
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### Technology Skills

I can...

- Log In/Log Off with an ID and password, do simple text entry, access the start menu and desktop, print, scroll up, scroll down, close window appropriately, and shut down computer appropriately.
- Use and talk about the keyboard keys: space bar, cursor, shift.
- Use and care for equipment in a respectful way.
- Identify technology equipment: computer, printer, and mouse (move to wake up computer).
- Adjust the volume for the computer.
- Open and use a computer program from the menu or icons.
- Select a website from the District Favorites.
- Read information from the World Wide Web with assistance.
- Produce and save a document using a word processing program.
- List potential dangers in digital environments and know how to report unsafe situations.