



Dublin City Schools  
K-12 English Language Arts  
Graded Course of Study  
2022

June 2022

## **K-12 English Language Arts Vision**

Dublin City Schools is committed to the K-12 English Language Arts (ELA) education of every student. We believe all students can become proficient and passionate readers, writers, communicators, listeners, and thinkers. Through interdisciplinary connections, our English Language Arts instruction will develop students to be lifelong learners that can access information as global citizens.

We support students' curiosity and critical thinking skills by providing diverse and authentic literacy learning opportunities. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a rigorous curriculum to ensure that students have the literacy skills necessary for the future.

### **Instructional Agreements**

- Teachers will cultivate a safe learning environment, where students are represented in their learning and have agency to design their learning experiences
- Learning occurs within a differentiated workshop with focused lessons, guided/shared/independent practice, and purposeful reflection.
- Students will have equitable access to high quality texts that meet student learning needs and represent a wide range of experiences and perspectives.
- Students will have opportunities to develop critical thinking and flexible thinking skills to become effective communicators and literate members of a diverse society
- Teachers will provide time for shared and independent reading practice that encourages student choice
- Students will engage with literacy in a way that honors the demands of a highly technological society

# 1st Grade

## Course Goals:

Grade One Language Arts Instruction helps to build foundational skills for future language learning. The standards include reading, writing, speaking, listening and language. The Grade One Language Arts program focuses on the foundational skills of reading and writing. Through interdisciplinary connections, Language Arts content standards will be woven within other subject areas to develop proficient readers and writers with the capacity to comprehend a wide range of materials. Students are encouraged and supported through effective instructional practices to think about what they read and write, as well as communicate that thinking through multiple mediums. An additional instructional focus is placed on spoken words, syllables and sounds to support the ability to spell words with increasing accuracy throughout the year. Through diverse and authentic literacy learning opportunities, the skills of creativity, communication, collaboration, and critical thinking will be fostered by the Grade One Language Arts Program to give students the skills, knowledge, and expertise to be thoughtful global citizens.

Strand	Key Feature	Student Competencies
<b>Reading Literature</b>	<b>Key Ideas and Details</b>	RL.1.1. Ask and answer questions about key details in a text.
	<b>Craft and Structure</b>	RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	<b>Range Of Reading And Level Of Text Complexity</b>	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
<b>Reading Informational</b>	<b>Key Ideas And Details</b>	RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Strand	Key Feature	Student Competencies
	<b>Integration Of Knowledge and Ideas</b>	RI.1.7. Use the illustrations and details in a text to describe its key ideas.
<b>Reading Foundational Skills</b>	<b>Print Concepts</b>	RF.1.1. Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	<b>Phonological Awareness</b>	RF.1.2. (WS) Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes.
<b>Speaking and Listening</b>	<b>Comprehension And Collaboration</b>	SL.1.1. Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.  SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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	<b>Presentation Of Knowledge And Ideas</b>	<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)</p>
<b>Language</b>	<b>Conventions Of Standard English</b>	<p>L.1.1. 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>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	<b>Vocabulary Acquisition And Use</b>	<p>L.1.5. 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> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

Strand	Key Feature	Student Competencies
<b>Reading Literature</b>	<b>Key Ideas And Details</b>	RL.1.3. Describe characters, settings, and major events in a story, using key details.
	<b>Integration of Knowledge and Ideas</b>	RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
<b>Reading Informational</b>	<b>Key Ideas and Details</b>	RI.1.2. Analyze informational text development. a. Identify the main topic. b. Retell key details of a text.
	<b>Craft and Structure</b>	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  RI.1.8. Identify the reasons an author gives to support points in a text.
<b>Reading Foundational Skills</b>	<b>Phonological Awareness</b>	RF.1.2. (WS) Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes.

<b>Strand</b>	<b>Key Feature</b>	<b>Student Competencies</b>
	<b>Phonics and Word Recognition</b>	RF.1.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words g. Recognize and read grade-appropriate irregularly spelled words.
	<b>Fluency</b>	RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>	<b>Text Types and Purposes</b>	W.1.1. Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion.  W.1.2. Write informative/explanatory texts that name a topic and supply some facts about the topic.  W.1.3. Write narratives to recount two or more appropriately sequenced events and include some details regarding what happened.
<b>Speaking and Listening</b>	<b>Presentation of Knowledge and Ideas</b>	SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>Language</b>	<b>Conventions of Standard English</b>	L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.  L.1.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Key Feature	Student Competencies
		d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	<b>Vocabulary and Acquisition and Use</b>	L.1.4. 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.

Strand	Key Feature	Student Competencies
<b>Reading Literature</b>	<b>Integration of Knowledge and Ideas</b>	RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
	<b>Key Ideas and Details</b>	RL.1.2. Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.
<b>Reading Informational</b>	<b>Key Ideas and Details</b>	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	<b>Craft and Structure</b>	RI.1.4. Ask and answer questions to help determine or clarify the meaning of word and phrases in a text.
	<b>Integration of Knowledge and Ideas</b>	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



Strand	Key Feature	Student Competencies
<b>Reading Foundational Skills</b>	<b>Phonics and Word Recognition</b>	<p>RF.1.3 (WS) e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds. f. Read words with inflectional endings.</p> <p>RF.1.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>
<b>Writing</b>	<b>Text Types and Purposes</b>	<p>W.1.1. Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened and provide some sense of closure.</p>
	<b>Production and Distribution of Writing</b>	<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to</p>

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		strengthen writing as needed.
	<b>Research To Build and Present Knowledge</b>	<p>W.1.7. 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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Speaking and Listening</b>	<b>Comprehension and Collaboration</b>	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
<b>Language</b>	<b>Conventions of Standard English</b>	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2. 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>Strand</b>	<b>Key Feature</b>	<b>Student Competencies</b>
<b>Reading Literature</b>	<b>Craft and Structure</b>	RL.1.6. Identify who is telling the story at various points in a text.
<b>Reading Informational</b>	<b>Range of Reading and Level of Text Complexity</b>	RI.1.10. With prompting and support, read informational text appropriately complex for grade 1.
<b>Writing</b>	<b>Text Types and Purposes</b>	<p>W.1.1. Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
	<b>Production and Distribution of Writing</b>	W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Language</b>	<b>Conventions of Standard English</b>	<p>L.1.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

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		<p>L.1.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. use commas in dates and to separate single words in a series.</p>
	<b>Vocabulary Acquisition and Use</b>	<p>L.1.4. (WS) 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>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>L.1.5. (WS)</p> <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>