

Course Syllabus

Language Arts, Grade 1

Grade 1 Language Arts, Final
Guardian Angels School

The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course, Guardian Angels students grow emotionally, socially, physically, and intellectually as they continue to explore the world of reading, writing, speaking, and listening. Students engage in activities which foster excitement for language learning. Course work includes practicing reading behaviors, making connections between print and meaning and symbols and sounds, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, emergent writing, and drawings.

The Standards for the English Language Arts provide twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and

creativity that are essential to teaching and learning.

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, Classical literature, and multicultural literature.

- The learner will be able to explore books of a favorite author.
- The learner will be able to identify favorite authors.
- The learner will be able to understand a developmentally appropriate story.
- The learner will be able to read and understand classic literature.
- The learner will be able to read and understand contemporary literature.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to identify and understand the correct use of past tense.
- The learner will be able to identify appropriate verb tense.
- The learner will be able to identify the verb tense that best completes a sentence.
- The learner will be able to understand subject-verb agreement.
- The learner will be able to complete a sentence with subject-verb agreement.
- The learner will be able to identify the appropriate pronoun referent.

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- The learner will be able to identify complete sentences.
- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to identify appropriate adjective for a given sentence.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to demonstrate correct spelling in context.
- The learner will be able to demonstrate correct capitalization in context.
- The learner will be able to demonstrate correct punctuation in context.
- The learner will be able to change a declarative sentence into a question.
- The learner will be able to identify the correct form of a plural noun within a given sentence.

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to identify the endmarks for an orally read sentence.
- The learner will be able to correctly use a period at the end of a sentence.
- The learner will be able to correctly use a question mark at the end of a sentence.
- The learner will be able to capitalize names.
- The learner will be able to capitalize the months of the year.
- The learner will be able to capitalize family relationships.
- The learner will be able to capitalize the names of people.

- The learner will be able to capitalize proper nouns.
- The learner will be able to capitalize the days of the week.
- The learner will be able to capitalize holidays.
- The learner will be able to capitalize titles of respect.
- The learner will be able to capitalize cities and states.
- The learner will be able to identify the words used to make a contraction.
- The learner will be able to show an understanding of the use of apostrophes in contractions.
- The learner will be able to correctly use a period at the end of an abbreviation.
- The learner will be able to capitalize the beginning of a sentence.
- The learner will be able to capitalize the pronoun "I".
- The learner will be able to capitalize a title.

Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to rely on a speaker's syntax, semantics, word sounds, and intonations to discern meaning.
- The learner will be able to listen to, respond to, and distinguish between environmental sounds, a variety of dialects, music, and specific rhythmic and beat patterns.
- The learner will be able to formulate questions in response to an oral presentation, and present and follow directions given orally.
- The learner will be able to evaluate an oral presentation by articulating an opinion (in writing or orally), and supporting the opinion (what do you feel and why) in a cohesive manner.

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- The learner will be able to listen to orally read stories from a variety of sources.
- The learner will be able to draw a conclusion from underlying relationships.
- The learner will be able to select a picture which shows inferred character feelings from orally read passage.
- The learner will be able to analyze characters in an orally read passage.
- The learner will be able to listen to and follow directions.
- The learner will be able to identify the sequence of events in an orally read passage.
- The learner will be able to order events in correct sequence.
- The learner will be able to select a picture that best displays the sequence presented in an orally read passage.
- The learner will be able to identify the setting of an orally read story.
- The learner will be able to recall details from a sequence of information.
- The learner will be able to identify the picture showing details from an orally read passage.
- The learner will be able to understand factual details.
- The learner will be able to predict the outcome of a set of events.
- The learner will be able to select a picture predicting a story outcome from orally read passage.
- The learner will be able to identify the main idea in an orally read passage.
- The learner will be able to understand basic informational concepts.
- The learner will be able to make inferences from an orally read passage.

- The learner will be able to understand stated relationships.
- The learner will be able to interpret relationships expressed in numerical or spatial terms.
- The learner will be able to orally repeat a word pattern.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications)

- The learner will be able to read or listen to a grade level appropriate story and demonstrate an understanding of story elements by creating an original ending to the story, and telling the original ending to a peer group.
- The learner will be able to demonstrate comprehension of a literary selection by recalling and discussing characters, setting, sequence of events, and illustrations.
- The learner will be able to explore reading within small peer groups.
- The learner will be able to question and make associations about selected reading text.
- The learner will be able to distinguish between the portrayal of reality and fantasy in literary selections. The student should demonstrate an understanding of these concepts through drawings, oral responses, and short written responses to literary selections.
- The learner will be able to maintain a reading response log which contains a list of selections read, and personal reactions to the selections.
- The learner will be able to engage in the following reading behaviors: considering print conventions, holding books and turning pages correctly, understanding the connection between print in a book and the message being read (to him/her) from the print, and imitating reading.

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- The learner will be able to read or explore books for extended periods of time.
- The learner will be able to relate personal experiences to reading materials.
- The learner will be able to understand the relationship between cause and effect.
- The learner will be able to identify the main idea from a short passage.
- The learner will be able to identify a picture showing the main idea from a one or two sentence passage read by the teacher.
- The learner will be able to draw conclusions from a short reading passage.
- The learner will be able to draw a conclusion from implicit information found in a reading passage.
- The learner will be able to use pictures and titles to predict an outcome.
- The learner will be able to predict the outcome based on relating new information to prior knowledge.
- The learner will be able to summarize a reading passage in his/her own words.
- The learner will be able to identify the theme of a given reading passage.
- The learner will be able to identify the picture that best matches the meaning of two given sentences.
- The learner will be able to select the picture that best represents a given sentence.
- The learner will be able to identify story detail from short passage.
- The learner will be able to identify story detail from long passage.
- The learner will be able to identify picture showing inferred meaning of figurative language from a story.
- The learner will be able to infer meaning from figurative language.
- The learner will be able to understand the meaning of a sentence.
- The learner will be able to recognize and correct his/her own reading mistakes.
- The learner will be able to select appropriate title for a given passage.
- The learner will be able to identify non-real situations in a short passage.
- The learner will be able to identify the sequence in a short passage.

Speaking

The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to present short stories which include beginnings, plots, conflicts, characters, resolutions, and elaboration of detail in a focused manner.
- The learner will be able to give personal views, recite short poems, riddles or nonsense verses, and sing songs.
- The learner will be able to imitate the speech of others, exhibit volume control, and use gestures, expressions, and body language to communicate effectively.
- The learner will be able to apply the conventions of tenses, plurals, and syntax, to form complete sentences.
- The learner will be able to clearly pronounce words common to grade level.
- The learner will be able to perform substitution of initial sounds in pronouncing words.
- The learner will be able to perform substitution of final sounds in pronouncing words.

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- The learner will be able to orally give directions.

Spelling

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

- The learner will be able to utilize strategies (such as phonics) to determine the correct spelling of words.
- The learner will be able to correctly spell words without the addition of an obstruent stop.
- The learner will be able to substitute the correct voiceless letter for its voiced phonetic counterpart when spelling consonant sounds.
- The learner will be able to correctly spell words without omitting coronal consonants.
- The learner will be able to correctly spell words by including silent e's or omitting unnecessary schwa sounds.
- The learner will be able to correctly spell words that have a digraph.
- The learner will be able to correctly spell vowel digraphs without reversing the order of the vowels.
- The learner will be able to correctly substitute vowel digraphs for diphthong sounds.
- The learner will be able to identify correctly spelled sight words used in context.
- The learner will be able to identify correctly spelled words when context is given orally.
- The learner will be able to correctly spell words that have double letters.
- The learner will be able to correctly spell word endings including contractions.
- The learner will be able to correctly spell words which have a suffix.

Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

- The learner will be able to locate words in a dictionary.
- The learner will be able to understand that information comes from a variety of sources.
- The learner will be able to complete assignments at home.
- The learner will be able to classify pictures and objects.
- The learner will be able to recite the alphabet.
- The learner will be able to alphabetize to the first letter of a word.
- The learner will be able to read and identify topics and page numbers from a given table of contents.
- The learner will be able to identify the title page of a book.
- The learner will be able to locate words in a glossary.
- The learner will be able to understand written test directions.
- The learner will be able to be familiar with various testing formats, such as multiple choice, essay, fill in the blank, and matching.
- The learner will be able to follow test directions read aloud by the teacher.
- The learner will be able to use globes, books, and newspapers as references.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

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- The learner will be able to expand vocabulary skills by compiling an alphabet picture book with letters, pictures for beginning sounds, and a list of his/her personal vocabulary words.
- The learner will be able to recognize and correctly use homonyms in context.
- The learner will be able to read, identify, and understand grade specific vocabulary words.
- The learner will be able to substitute words in a given sentence with parallel words that follow the sentence structure and maintain the sentence meaning.
- The learner will be able to identify a compound word.
- The learner will be able to identify the synonym of a given vocabulary word.
- The learner will be able to determine the antonym (opposite) of a vocabulary word.
- The learner will be able to identify the definition of a vocabulary word.
- The learner will be able to identify the vocabulary word that best completes a given sentence as read aloud by the teacher.
- The learner will be able to select the word which best satisfies the context of a given sentence or passage.
- The learner will be able to use and understand negative words.
- The learner will be able to apply an understanding of vocabulary words.
- The learner will be able to identify the rhyming sound of two orally read words.
- The learner will be able to identify the word with the same long or short vowel sound as is in the name of a given illustration.
- The learner will be able to identify words with the same interior vowel sounds (all long and short vowels) as a word read aloud by the teacher.
- The learner will be able to identify the describing word for a given illustration.
- The learner will be able to identify an orally read compound word.
- The learner will be able to identify the words used to make up an orally read contraction.
- The learner will be able to identify the final sound of an orally read word.
- The learner will be able to identify the final sound of a word, which is both written and orally read.
- The learner will be able to identify the final sound of an orally read word, given the written word and an illustration.
- The learner will be able to identify the initial sound of an orally read word, given the written word and an illustration.
- The learner will be able to identify the initial sound of an orally read word.
- The learner will be able to identify the initial sound of an orally read word, given the written form of the word.
- The learner will be able to identify the relationship between letters and their sounds within the context of a given word.
- The learner will be able to identify a word within the context of an orally read sentence.
- The learner will be able to identify the form of a given word as it is used in a sentence.

Word Analysis

The Word Analysis Unit focuses on examining word structure and sound. It includes topics such as consonants, vowels, rhyming, and word building.

- The learner will be able to identify the final sound of a word given the written form.
- The learner will be able to identify the initial sound of a word, given the written form.

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Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to understand and produce a first draft.
- The learner will be able to understand that writing is a process (prewriting, drafting, revising, rewriting, editing, and publishing).
- The learner will be able to begin to organize and plan what is written, convey original ideas in writing, and write short notes and letters.
- The learner will be able to title a given picture, and write or tell a short story about a picture.
- The learner will be able to write daily for self growth and per teacher instructions.
- The learner will be able to compile a portfolio which includes a range of writing styles (narratives, poems, stories, expository, and letters), personal growth, examples of each stage of the writing process, and a self-evaluation of progress.
- The learner will be able to revise a first draft based on suggestions and comments from the teacher.
- The learner will be able to use writing equipment, such as a computer or typewriter, with teacher assistance.
- The learner will be able to write individual works to be added to his/her portfolio.
- The learner will be able to write a story which contains a beginning, middle and end.
- The learner will be able to write a sentence that best concludes a story.

- The learner will be able to write lower case letters.
- The learner will be able to write upper case letters.
- The learner will be able to write a legible final draft.
- The learner will be able to include a space between written words.
- The learner will be able to write numerals from 0 to 9.
- The learner will be able to write his/her first and last name from memory.

Media

- The learner will be able to illustrate: Identify the works of a favorite illustrator.
- The learner will be able to l Reports/Prepare an oral report to be presented before the class which incorporates at least two forms of media (drawings, charts, books, technology).