ENGLISH/LANGU AGE ARTS CURRICULUM GUIDE

GRADE ONE

LOUDOUN COUNTY PUBLIC SCHOOLS
2008-2009

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This document, based on the Virginia Department of Education's English <u>Standards of Learning Curriculum Framework</u> (2003) provides extensions and additions to form the Loudoun County English Curriculum.

PHILOSOPHY

Loudoun County believes that all children must develop lifelong independent speaking, listening, viewing, reading, and writing skills. Loudoun County's English/Language Arts curriculum prepares students to achieve competent oral and written communication in the classroom and community. Students become active and involved listeners and develop a full command of oral and written English language. Each elementary grade level's curriculum is organized into three related strands: Oral Language, Reading, and Writing. The strands reflect a balanced instructional program. The curriculum enables students to develop lifelong communication skills.

OVERVIEW

This English/Language Arts Curriculum Guide identifies Standards of Learning for Loudoun County students at each grade level. The Standards of Learning in this guide combine local with state objectives.

Each strand begins with a Focus Statement followed by the standards for that strand. Following each standard is a table with three sections. The first column, "Understanding the Standard," provides teacher notes that clarify the intent of the standard. The second column, "Essential Understandings," lists objectives that all students should achieve. The third column, "Essential Knowledge Skills and Processes," identifies the necessary behaviors and skills that students should demonstrate to be successful with each standard.

LCPS extensions to the VA SOLs are included in bold, italic print in the appropriate column.

Spelling, Technology, and Research objectives are incorporated into the three standards at each level. The English objectives for Loudoun County should be integrated into other content areas so that reading, writing, speaking, listening, and use of technology occur daily in all classrooms. Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following *Guidelines and Resources for Internet Safety in Schools* established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.

- Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.

Information on the Internet.

- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.

- Students and their families should discuss acceptable *social networking* and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE's *Guidelines and Resources for Internet Safety in Schools* (2007)

Lessons on internet safety can be integrated into the oral language, reading, writing, and research strands. Below are examples of how internet safety lessons can be integrated into existing standards. These examples are from *Integrating Internet Safety into the Curriculum* (2007) developed by the VDOE Office of Educational Technology.

Standards	Integration
2.3, 3.1, 4.1, 5.1, 5. 2, 5.3	In exploring oral language issues with students, teachers may also use Internet (and other electronic) communications as examples and methods to learn certain skills. Students increasingly practice nonfiction reading and writing skills as they gain more experience in English. These same skills will work with the Internet as a source of information or as a publishing venue.
K.12, 3.7	If students are using online interactives or other resources for practicing skills, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet. The example below uses safe-searching techniques with young children as part of a lesson on beginning sounds. *Surfing the Web for ABCs* *http://www.siec.k12.in.us/~west/proj/abc/abcless.htm*

1.12, 2.1 1, 3.10, 4.7, 5.8	If students are using online tools for w ritten commu nications, address the general safety issues of personal safety, accessing information on the Internet, and activ ities on the Internet.
2.3, 5.8	When helping students learn how to use oral langua ge or how to write to inform, persuade, and entertain, point out how the se techniques are often use d on Web sites.
3.6, 4.5	Stude nts can ap ply nonfiction reading s kills to information on Web sites, especia lly when identify ing the author's purpo se or distinguishing between fact and opinion.
3.7, 4.3	When st ude nts u se online tools as refe rence resources, address the ge neral safety issues of personal safety, accessing information on the Internet, and activ ities on the Internet.
4.6, 5.6, 5.7	When st ude nts research on t he Internet, they need t o be reminded ab out how to evaluate Web sites for authenticity and rel iability. *A SMART Exercise KS2* This lesson idea below can be incorporated when teaching about language structure or the use of codes in history.*http://www.kidsmar t.org.uk/downloads/lesso nplans /lessonplan_comm. pdf*

Additional ideas and guide lines for internet safe ty can be foun d at the VDOE website :
http://www.doe.vir ginia.gov/VDOE/ Technology/OET/ internet -safety-guide lines.shtml . In addition, Netsmartz.org, sponsored by the National Center for M issing and Exploited Chi ldren, has many resources an d activ ities at e very grade level that can be used in instruction about internet safety.

1.1   **The student will continue to demonstrate growth in the use of oral language.**
  a) **Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.**
  b) **Tell and retell stories and events in logical order.**
  c) **Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.**
  d) **Express ideas orally in complete sentences.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary by listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.
 	
 • Students will interact with a variety of media and participate in numerous oral language activities.
 	
 • These activities will encourage the use of complete sentences and include the telling or retelling of stories and events in logical order.
 	
 • *Stories will be read aloud daily by an adult.*
	All students should
	
	 • understand that language can be used to tell a story and to express ideas.
		To be successful with this standard, students are expected to
		
		 • participate in a variety of oral language activities, such as
		  o listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.
		  o listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives.
		  o listening to stories and poems read aloud daily.
		  o participating in discussions about stories and poems.
		  o talking about words and their meanings as they are encountered in stories, poems, and conversations.
		  o giving reactions to stories and poems.
		
		 • participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns.
		
		 • tell and retell stories and events in logical order by
		  o retelling stories orally and through informal drama
		  o dictating retelling of stories
		  o creating their own stories, poems, plays, and songs
		  o indicating first, next, and last events in a story
		
		 • use character names, setting, and important events.

1.2   The student will continue to expand and use listening and speaking vocabularies.
   a) **Increase oral descriptive vocabulary.**
   b) **Begin to ask for clarification and explanation of words and ideas.**
   c) **Follow simple two-step oral directions.**
   d) **Give simple two-step oral directions.**
   e) **Use singular and plural nouns.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand their listening and speaking vocabularies through activities across the curricula that develop the use of describing and naming words. • Students will learn to ask for clarification and explanation of unfamiliar words that are encountered across the curricula. • Students will demonstrate an increase in vocabulary by giving and following directions. • This vocabulary growth aids in the development of reading and comprehension as students progress in school.	**All students should** • understand that specific word choice makes communication clearer.	**To be successful with this standard, students are expected to** • learn and use new words encountered in discussions and in books that are read aloud. • use words to orally describe actions, people, places, things, and ideas. • use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over*, to give directions orally. • use action words (verbs) including *mark*, *circle*, *color*, and *draw* to give directions orally. • ask for meanings and clarification of unfamiliar words and ideas. • use singular and plural nouns appropriately. • use common irregular plural forms such as *man/*men, *child/children*, and *mouse/mice* • follow simple two-step oral directions. • give simple two-step directions.

1.3   **The student will adapt or change oral language to fit the situation.**
   a) Initiate conversation with peers and adults.
   b) Follow rules for conversation.
   c) Use appropriate voice level in small-group settings.
   d) Ask and respond to questions in small-group settings.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults.	**All students should** • understand that the setting influences the rules of communication. • ask and answer relevant questions about a specific topic.	**To be successful with this standard, students are expected to** • initiate conversation in a variety of school settings. • sustain two-person conversation. • demonstrate active listening by making eye contact in small-group and one-on-one situations. • stay on topic. • use voice level and intonation appropriate for the setting. • follow rules for conversation, including listening and taking turns. • ask and respond to relevant questions in group settings.

1.4 **The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.**
   a) **Count phonemes (sounds) in syllables or words with a maximum of three syllables.**
   b) **Add or delete phonemes (sounds) orally to change syllables or words.**
   c) **Create rhyming words orally.**
   d) **Blend sounds to make word parts and words with one to three syllables.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to build and practice phonemic awareness skills. • Explicit instruction allows students to consciously reflect on and manipulate sounds. • Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment and substitute sounds, and blend sounds to make words. • Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, say, and manipulate phonemes. • **Onsets** are speech sounds (*/b/*, */j/*, */s/*, */p/*) before a vowel. **Rimes** are the vowel and what follows (*-ack*). If a word begins with a vowel, it has only a **rime**. Many words are formed by combining **onsets** and **rimes** (*back*, *jack*, *sack*, *pack*). (Note: Students are not expected to know these terms.)	**All students should** • understand that spoken words are made up of individual phonemes, which can be added or deleted to make new words.	**To be successful with this standard, students are expected to** • isolate and manipulate phonemes. • count phonemes in words with a maximum of three syllables. • identify the onset and rime of words. • generate words they rhyme with a teacher-given word. • select two words that rhyme when orally given a set of three words. • segment words by saying each sound. • blend separately spoken phonemes to make word parts and words with one to three syllables. • add, delete, or change phonemes orally to change syllables or words. • identify whether the middle vowel sound is the same or different in a set of one-syllable words. • Sort picture cards by beginning and ending phoneme.

At the first-grade level, students wil l continue to be immersed in a p rint-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integ rating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and se ntence structure to read and s ubstantially increase thei r sight-word vocabulary.   By the end of the first grade, they should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words.

These concepts and skil ls will be learned through s ystematic expl icit direct instruction, individual and small-group activities, and time spent exploring and reading books and ot her print materia l. Through reading decodable books, student s will build fluency and auto maticity in using their knowledge of phonetic princ iples and pr int to read. Reading and listening to both fict ion and n onfiction texts wil l give students opportunities to respond to readings in g roup discussion s and through writing and drawing. Through reading and rere ading, the student s will build fluency and vocab ulary and wi ll become independe nt readers. Students wil l learn to use their k nowledge of a lphabetical order by first letter to find the meanings of unfamil iar words in picture and simple word di ctionaries.

LCPS EXTENSIONS

Spelling Instruction

The LCPS Spe lling Program ta kes a word study ap proach to s pelling as one part of literacy deve lopment. Teachers prov ide student s with hands-on activi ties that imitate fundamental think ing processes, opp ortunities to compa re and contrast categories of words and word features, and opportunities to discover similarities and differences among words and word patterns. Word Study, as implemented in the 1st grade classroom, sho uld sup port reading instruction and sho uld exhibit t hese character istics:

- Teachers instruct where students use but co nfuse word s.
- Teachers work w ith deve lopmentally appropriate (and f lexible) groups.
- Teachers build a strong foundation, mixing known features with unknown features.
- Teachers compare words tha t "do" with words that "don't." Tea chers should help stu dents see co ntrast in word soun ds and patterns.
- Teachers introduce exceptions.
- Teachers sort by so und and sight. Teachers should use picture cards as wel l as letter ca rds, as deve lopmentally appropr iate.
- Teachers beg in with obvious contrasts first.
- Teachers help students work for automaticity.
- Teachers use words stu dents can read and mea ningful text.
- Teachers a llow students to discover rules and make genera lizations about rules as they sort.

Refer to the LCPS Spel ling Framework for an introduction to t he program and to res ources suc h as *Words Their Way* (Bear et al., 2004), *Word Journeys* (Ganske, 20 00), and *Word Matters* (Pinnell and Fou ntas, 199 8) for more detai ls.

1.5   **The student will apply knowledge of how print is organized and read.**
- **a) Read from left to right and from top to bottom.**
- **b) Match spoken words with print.**
- **c) Identify letters, words, and sentences.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will understand how to read print.
 	
• As students begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print.
 	
• Students will also continue to develop their skill at automatically recognizing high-frequency words.
	All students should
	
	• understand that written text consists of letters, words, and sentences.
		To be successful with this standard, students are expected to
		
		• demonstrate concepts of print and spoken word by
		  o tracking print from left to right and top to bottom.
		  o following print from one line to the next line (return sweep).
		  o matching spoken words to print.
		
		• *identify the cover of the book and read sequentially, left page to right page.*
		
		• identify letters, words, and sentences.
		
		• differentiate between letters and words by
		  o recognizing spaces between words in sentences.
		  o locating capital letters in sentences.
		  o locating periods, question marks, and exclamation points, speech bubbles, and quotation marks.
		  o recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.

1.6   **The student will apply phonetic principles to read and spell.**
   a) **Use beginning and ending consonants to decode and spell single-syllable words.**
   b) **Use two-letter consonant blends to decode and spell single-syllable words.**
   c) **Use beginning consonant digraphs to decode and spell single-syllable words.**
   d) **Use short vowel sounds to decode and spell single-syllable words.**
   e) **Blend beginning, middle, and ending sounds to recognize and read words.**
   f) **Use word patterns to decode unfamiliar words.**
   g) **Use compound words.**
   h) **Read and spell common, high-frequency sight words, including** *the*, *said*, **and** *come*.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words.
 	
• Students will learn to sound out words rather than rely on pictures and context as their primary strategies for decoding words.
 	
• Students will segment and blend beginning and ending consonant sounds and vowel sounds to decode single-syllable words.
 	
• Students will transfer their knowledge of word patterns to identify other words with the same pattern.
 	
• **Onsets** are speech sounds (*/b/*, */j/*, */s/*, */p/*) before a vowel. **Rimes** are the vowel and what follows (-*ack*). If a word begins with a vowel, it has only a **rime**. Many words are formed by combining **onsets** and **rimes** (*back*, *jack*, *sack*, *pack*). (Note: Students are not expected to know these terms.)
 	
CONTINUED
	All students should
	
	• understand that knowledge of the sounds of letters can be applied to read or spell words.
		To be successful with this standard, students are expected to
		
		• apply knowledge of beginning and ending consonants and short vowels in single-syllable words by
		  o recognizing beginning and ending consonant sounds.
		  o separating the sounds in a word.
		  o blending separately spoken phonemes to make a word.
		  o spelling words.
		
		• accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.
		
		CONTINUED

1.6 **The student will apply phonetic principles to read and spell.**
   a) **Use beginning and ending consonants to decode and spell single-syllable words.**
   b) **Use two-letter consonant blends to decode and spell single-syllable words.**
   c) **Use beginning consonant digraphs to decode and spell single-syllable words.**
   d) **Use short vowel sounds to decode and spell single-syllable words.**
   e) **Blend beginning, middle, and ending sounds to recognize and read words.**
   f) **Use word patterns to decode unfamiliar words.**
   g) **Use compound words.**
   h) **Read and spell common, high-frequency sight words, including** *the*, *said*, **and** *come*.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
CONTINUED FROM PREVIOUS PAGE ● *The teacher will administer appropriate developmental assessments to determine spelling patterns to be studied by individual students.* ● *Loudoun County encourages the use of multiple strategies for decoding. In Loudoun County, reading strategies will include* 　o *referencing the picture.* 　o *using context clues.* 　o *chunking.* 　o *finding familiar parts of words.* 　o *checking beginning sounds.* 　o *rereading to be sure the text makes sense.*		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** ● apply knowledge of word patterns to decode unfamiliar words by 　o recognizing word patterns, such as CVC. 　o using onsets and rimes to create, read, and spell new words that include blends, such as the *l* and *r* blends, and digraphs, including *ch, sh, th,* and *wh*. ● use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words. ● use the vowel pattern CVVC to decode and spell some single-syllable words. ● recognize and use simple compound words. ● *read common high-frequency sight words.*

1.7   **The student will use meaning clues and language structure to expand vocabulary when reading.**
- a) **Use titles and pictures.**
- b) **Use knowledge of the story and topic to read words.**
- c) **Use knowledge of sentence structure.**
- d) **Reread and self-correct.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- The intent of this standard is that students will use meaning clues to assist in developing an understanding of a text. - Students will use pictures as well as the understanding of the story and topic to predict and check for meaning as they read. - Students will use their knowledge of sentence structure (the order of words in a given type of sentence) when reading. - Students' knowledge of sentence structure will include understanding that a sentence is a complete idea, which has a subject and a predicate. - Whenever meaning breaks down, students will reread and self-correct to regain meaning. - Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. - *Teachers will determine developmental level by taking a running record.*	**All students should** - understand that they will use a variety of strategies to read unfamiliar words.	**To be successful with this standard, students are expected to** - use prior knowledge to interpret pictures. - use titles and pictures to make predictions about text. - use pictures to confirm vocabulary choice. - use knowledge of the story or topic to make predictions about vocabulary and text. - notice when words or sentences do not make sense in context. - recognize complete sentences when reading. - use intonation, pauses, and emphasis that signal the structure of the sentence when reading. - use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading. - reread to confirm vocabulary choice. - reread and self-correct when text does not make sense.

1.8   The student will read familiar stories, poems, and passages with fluency and expression.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will build fluency and experience success as a reader while reading aloud.
 	
• Students will read and reread familiar passages to develop automatic recognition of words, fluency, and expression consistent with punctuation.
 	
• Reading levels:
  o independent level – 95% accuracy, or about 1 of every 20 words misread
  o instructional level – 90% accuracy, or about 1 of every 10 words misread
  o frustration level – less than 90% accuracy, or more than 1 of every 10 words misread
 	
• Fluency develops as students have the opportunity to practice reading on their independent reading level.
 	
• Students should read a least 60 words per minute in appropriate grade-level material.
 	
• ***Students will self-correct at least one out of four errors.***
	All students should
	
	• understand that orally read text has rhythm and expression that help convey meaning.
		To be successful with this standard, students are expected to
		
		• engage in reading-aloud activities voluntarily.
		
		• read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud.
		
		• use expression and intonation to convey meaning when reading aloud.
		
		• practice reading in texts on their independent reading level to develop accuracy, fluency, and expression.

1.9   The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
    a) **Preview the selection.**
    b) **Set a purpose for reading.**
    c) **Relate previous experiences to what is read.**
    d) **Make predictions about content.**
    e) **Ask and answer who, what, when, where, why, and how questions about what is read.**
    f) **Identify characters, setting, and important events.**
    g) **Retell stories and events, using beginning, middle, and end.**
    h) **Identify the topic or main idea.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard relative to fiction is that students will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. • The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of story elements in fiction and poetry selections by identifying the character, setting, and topic or main idea. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions.	**All students should** • understand that they should use a variety of strategies to assist with comprehension.	**To be successful with this standard, students are expected to** • preview reading material by looking at the book's cover and illustrations and by reading titles and headings. • choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection. • draw on prior knowledge to make predictions before and during reading. • make and confirm predictions based on illustrations or portions of the text. • use knowledge from their own experience to make sense of and talk about text. • read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. • identify the topic or main idea of a short fiction or nonfiction selection. CONTINUED

1.9   **The student will read and demonstrate comprehension of a variety of fiction and nonfiction.**
   a) **Preview the selection.**
   b) **Set a purpose for reading.**
   c) **Relate previous experiences to what is read.**
   d) **Make predictions about content.**
   e) **Ask and answer who, what, when, where, why, and how questions about what is read.**
   f) **Identify characters, setting, and important events.**
   g) **Retell stories and events, using beginning, middle, and end.**
   h) **Identify the topic or main idea.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • identify characters, setting, and important events. • answer simple who, what, when, where, why, and how questions about selection. • create artwork or a written response that shows comprehension of a selection. • extend the story orally or with drawings. • retell stories and events, using beginning, middle, and end *and include setting, characters, and major events.* • *Distinguish between reality and fantasy.*

1.10   **The student will use simple reference materials.**
   a) **Use knowledge of alphabetical order by first letter.**
   b) **Use a picture dictionary to find meanings of unfamiliar words.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use simple reference materials. • Students will use their knowledge of alphabetical order by first letter to find words in picture dictionaries.	**All students should** • understand that many reference materials are organized in alphabetical order.	**To be successful with this standard, students are expected to** • use simple reference materials. • alphabetize a list of five to eight words according to first letter. • use a picture dictionary to locate unfamiliar words. • *use tables of contents and glossaries to locate information in a text..*

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. They will also begin to revise and edit selected pieces of their writing for a specific audience.

1.11   **The student will print legibly.**
       a) Form letters.
       b) Space words and sentences.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will learn to produce manuscript writing that can be easily read. • Students need explicit, direct instruction in order to learn to form uppercase and lowercase letters correctly. • Students also need many purposeful opportunities to practice and master handwriting skills. • *Loudoun County uses continuous stroke handwriting as a standard form.* • *Teachers will provide direct instruction and model proper letter formation.*	**All students should** • understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary. • *maintain consistent slant, letter formation, and legibility when printing.*	**To be successful with this standard, students are expected to** • use appropriate pencil grip. • use standard letter formation. • use standard number formation. • space words in sentences. • space sentences in writing.

1.12   The student will write to communicate ideas.

    a) **Generate ideas.**

    b) **Focus on one topic.**

    c) **Use descriptive words when writing about people, places, things, and events.**

    d) **Use complete sentences in final copies.**

    e) **Begin each sentence with a capital letter and use ending punctuation in final copies.**

    f) **Use correct spelling for high-frequency sight words and phonetically regular words in final copies.**

    g) **Share writing with others.**

    h) **Use available technology. ***

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will begin to learn the process for communicating their ideas. • Students will learn to plan and write their thoughts in complete sentences with appropriate end punctuation. • Students will use their phonetic knowledge and growing knowledge of high-frequency sight words to spell words correctly when writing. • Students will be given opportunities to share their writing with friends, family, and teachers. • Students also need opportunities to explore and use word processing software to facilitate their writing. • *Prewriting activities may include drawing.*	**All students should** • understand that writers plan, write, and share their writing with others.	**To be successful with this standard, students are expected to** • use previous experiences to generate ideas. • participate in teacher-directed brainstorming activities. • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas. • participate in teacher-directed charting activities to organize information. • write a sentence that focuses on one topic. • write simple, complete sentences. • begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events. • *begin to recognize nouns and verbs.* CONTINUED

1.12   **The student will write to communicate ideas.**
   a) **Generate ideas.**
   b) **Focus on one topic.**
   c) **Use descriptive words when writing about people, places, things, and events.**
   d) **Use complete sentences in final copies.**
   e) **Begin each sentence with a capital letter and use ending punctuation in final copies.**
   f) **Use correct spelling for high-frequency sight words and phonetically regular words in final copies.**
   g) **Share writing with others.**
   h) **Use available technology. ***

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • spell high-frequency sight words and phonetically regular words correctly in final copies. • sound out words in order to spell them phonetically. • *stretch words in order to spell them phonetically.* • *use transitional spelling.* • use print resources in the classroom in order to spell words. • use correct end punctuation. • begin each sentence with a capital letter. • use familiar writing forms, including lists, letters, stories, reports, messages, and poems. • distinguish draft writing from final-product writing. CONTINUED

1.12   **The student will write to communicate ideas.**
   a)   **Generate ideas.**
   b)   **Focus on one topic.**
   c)   **Use descriptive words when writing about people, places, things, and events.**
   d)   **Use complete sentences in final copies.**
   e)   **Begin each sentence with a capital letter and use ending punctuation in final copies.**
   f)   **Use correct spelling for high-frequency sight words and phonetically regular words in final copies.**
   g)   **Share writing with others.**
   h)   **Use available technology. ***

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • use a word processor to publish writing. • share their writing with others.

*   **Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.**

LCPS English/Language Arts
SOL Pacing Guide
1st Grade

This pacing guide was designed to provide tea chers with a list of specific SOL areas to be covered for each assessme nt period. It is to be used in conjunction with the LCPS English/Languag e Arts Curriculum Guide, which contains the required cur riculum ass ociated with the Virginia SOL. Teachers are enc oura ged to desig n and use cr eative and effective instructio nal strategies to teach the standards for ea ch qua rter assessment perio d.

How to Use this Document
- Standards in **boldface** are to be empha sized during that quarter assessme nt period. Standards t hat re-appear in subseq uent quarter assessme nt periods are to be retaught, rev isited, or re inforced.

References and Sources
- VA DOE Standards of Learning Curr iculum Framework, 2 003
- VA DOE Standards of Learning : Crosswa lk, 1995-2002
- Feedback on the 2004-08 LCPS curr iculum guides

Grade 1 English Pacing Guide *At a Glance*

Standards in **boldface** are to be emphasized during that quarter. In subsequent quarters, these standards are to be retaught, revisited, or reinforced and are not printed in boldface text.

	ORAL LANGUAGE	READING	WRITING
1st Quarter (ends 10/31/08)	**1.1 a, c** **1.2 a, c** **1.3 b, c**	**1.5 a, b** **1.6 d** **1.7 a** **1.9 a, b**	**1.11** **1.12 a, g**
2nd Quarter (ends 1/22/09)	**1.1** a, **b**, c, **d** **1.2** a, **b**, c, **d** **1.3 a,** b, c, **d** **1.4 c**	**1.5** a, b, **c** **1.6 a, b, c,** d, **e** **1.7** a, **b** **1.8** **1.9** a, b, **c, d, h** **1.10 a**	**1.11** a, **b** **1.12** a, **b, e,** g
3rd Quarter (ends 4/2/09)	1.1 a, b, c, d **1.2** a, b, c, d, **e** 1.3 a, b, c**,** d **1.4 a, b,** c	1.5 a, b, c **1.6** a, b, c, d, e, **f, g, h** **1.7** a, b, **c** 1.8 **1.9** a, b, c, d, **e, f, g,** h **1.10** a, **b**	1.11 a, b **1.12** a, b, **c,** e, g, **h**
4th Quarter (ends 6/19/09)	1.1 a, b, c, d 1.2 a, b, c, d, e 1.3 a, b, c, d **1.4** a, b, c, **d**	1.5 a, b, c 1.6 a, b, c, d, e, f, g, h **1.7** a, b, c, **d** 1.8 1.9 a, b, c, d, e, f, g, h 1.10 a, b	1.11 a, b **1.12** a, b, c, **d,** e, **f,** g, h

English/Language Arts SOL Pacing Guide – 1st Grade
1st Quarter

Oral Language	Reading	Writing

1.1 The student will continue to demonstrate growth in the use of oral language.
   a. Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
   c. Participate in a variety of oral language activities including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 	
 1.2 The student will continue to expand and use listening and speaking vocabularies.
   a. Increase oral descriptive vocabulary.
   c. Follow simple two-step oral directions.
 	
 1.3 The student will adapt or change oral language to fit the situation.
   b. Follow rules for conversation.
   c. Use appropriate voice level in small-group settings.
	1.5 The student will apply knowledge of how print is organized and read.
	   a. Read from left to right and from top to bottom.
	   b. Match spoken words with print.
	
	 1.6 The student will apply phonetic principles to read and spell.
	   d. Use short vowel sounds to decode and spell single-syllable words.
	
	 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
	   a. Use titles and pictures.
	
	 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
	   a. Preview the selection.
	   b. Set a purpose for reading.
		1.11 The student will print legibly.
		   a. Form letters.
		
		 1.12 The student will write to communicate ideas.
		   a. Generate ideas.
		   g. Share writing with others.

English/Language Arts SOL Pacing Guide – 1st Grade
2nd Quarter

Oral Language	Reading	Writing

1.1 **The student will continue to demonstrate growth in the use of oral language.**
   a. Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
   b. Tell and retell stories and events in logical order.
   c. Participate in a variety of oral language activities including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
   d. Express ideas orally in complete sentences.
 	
 1.2 The student will continue to expand and use listening and speaking vocabularies.
   a. Increase oral descriptive vocabulary.
   b. Begin to ask for clarification and explanation of words and ideas.
   c. Follow simple two-step oral directions.
   d. Give simple two-step oral directions.
 	
 1.3 **The student will adapt or change oral language to fit the situation.**
   a. Initiate conversation with peers and adults.
   b. Follow rules for conversation.
   c. Use appropriate voice level in small-group settings.
   d. Ask and respond to questions in small group settings.
 	
 1.4 **The student will orally identify and manipulate phonemes (small units of sound in syllables and multisyllabic words).**
   c. Create rhyming words orally.
	1.5 **The student will apply knowledge of how print is organized and read.**
	   a. Read from left to right and from top to bottom.
	   b. Match spoken words with print.
	   c. Identify letters, words, and sentences.
	
	 1.6 **The student will apply phonetic principles to read and spell.**
	   a. Use beginning and ending consonants to decode and spell single-syllable words.
	   b. Use two-letter consonant blends to decode and spell single-syllable words.
	   c. Use beginning consonant digraphs to decode and spell single-syllable words.
	   d. Use short vowel sounds to decode and spell single-syllable words.
	   e. Blend beginning, middle, and ending sounds to recognize and read words.
	
	 1.7 **The student will use meaning clues and language structure to expand vocabulary when reading.**
	   a. Use titles and pictures.
	   b. Use knowledge of the story and topic to read words.
	
	 1.8 **The student will read familiar stories, poems, and passages with fluency and expression.**
	
	 CONTINUED
		1.11 **The student will print legibly.**
		   a. Form letters.
		   b. Space words and sentences.
		
		 1.12 **The student will write to communicate ideas.**
		   a. Generate ideas.
		   b. Focus on one topic.
		   e. Begin each sentence with a capital letter and use ending punctuation in final copies.
		   g. Share writing with others.

English/Language Arts SOL Pacing Guid e – 1ˢᵗ Grade
2ⁿᵈ Quarter

Oral Language	Reading	Writing

	CONTINUED FROM PREVIOU S PAGE
	
	1.9 The st udent w ill read and demonst rate comprehension of a variety of fiction an d nonfiction .
	   a. Preview the s election.
	   b. Set a purpose for reading .
	   c. Relate previous exper iences to what is read.
	   d. Make p redictions about content.
	   h. Identif y the top ic or mai n idea.
	
	1.10 The st udent w ill use simple reference materials .
	   a. Use knowledge of alphabetical or der by first letter.	

English/Language Arts SOL Pacing Guide – 1ˢᵗ Grade
3ʳᵈ Quarter

Oral Language	Reading	Writing
1.1 The student will continue to demonstrate growth in the use of oral language. a. Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials. b. Tell and retell stories and events in logical order. c. Participate in a variety of oral language activities including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. d. Express ideas orally in complete sentences. **1.2 The student will continue to expand and use listening and speaking vocabularies.** a. Increase oral descriptive vocabulary. b. Begin to ask for clarification and explanation of words and ideas. c. Follow simple two-step oral directions. d. Give simple two-step oral directions. **e. Use singular and plural nouns.** 1.3 The student will adapt or change oral language to fit the situation. a. Initiate conversation with peers and adults. b. Follow rules for conversation. c. Use appropriate voice level in small-group settings. d. Ask and respond to questions in small group settings. CONTINUED	**1.5 The student will apply knowledge of how print is organized and read.** a. Read from left to right and from top to bottom. b. Match spoken words with print. c. Identify letters, words, and sentences. **1.6 The student will apply phonetic principles to read and spell.** a. Use beginning and ending consonants to decode and spell single-syllable words. b. Use two-letter consonant blends to decode and spell single-syllable words. c. Use beginning consonant digraphs to decode and spell single-syllable words. d. Use short vowel sounds to decode and spell single-syllable words. e. Blend beginning, middle, and ending sounds to recognize and read words. **f. Use word patterns to decode unfamiliar words.** **g. Use compound words.** **h. Read and spell common, high-frequency sight words, including *the, said,* and *come.*** **1.7 The student will use meaning clues and language structure to expand vocabulary when reading.** a. Use titles and pictures. b. Use knowledge of the story and topic to read words. **c. Use knowledge of sentence structure.** CONTINUED	1.11 The student will print legibly. a. Form letters. b. Space words and sentences. **1.12 The student will write to communicate ideas.** a. Generate ideas. b. Focus on one topic. **c. Use descriptive words with writing about people, places, things, and events.** e. Begin each sentence with a capital letter and use ending punctuation in final copies. g. Share writing with others. **h. Use available technology.** **Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.**

English/Language Arts SOL Pacing Guide – 1st Grade
3rd Quarter

Oral Language	Reading	Writing
CONTINUED FROM PREVIOUS PAGE **1.4**　**The student will orally identify and manipulate phonemes (small units of sound in syllables and multisyllabic words).** 　　**a.**　**Count phonemes (sounds) in syllables or words with a maximum of three syllables.** 　　**b.**　**Add or delete phonemes (sounds) orally to change syllables or words.** 　　c.　Create rhyming words orally.	CONTINUED FROM PREVIOUS PAGE 1.8　The student will read familiar stories, poems and passages with fluency and expression. **1.9**　**The student will read and demonstrate comprehension of a variety of fiction and nonfiction.** 　　a.　Preview the selection. 　　b.　Set a purpose for reading. 　　c.　Relate previous experiences to what is read. 　　d.　Make predictions about content. 　　**e.**　**Ask and answer who, what, when, where, why, and how questions about what is read.** 　　**f.**　**Identify characters, setting and important events.** 　　**g.**　**Retell stories and events using beginning, middle, and end.** 　　h.　Identify the topic or main idea. 1.10　The student will use simple reference materials. 　　a.　Use knowledge of alphabetical order by first letter. 　　**b.**　**Use a picture dictionary to find meanings of unfamiliar words.**	

English/Language Arts SOL Pacing Guide – 1st Grade
4th Quarter

Oral Language	Reading	Writing

1.1 The student will continue to demonstrate growth in the use of oral language.
   a. Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
   b. Tell and retell stories and events in logical order.
   c. Participate in a variety of oral language activities including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
   d. Express ideas orally in complete sentences.
 	
 1.2 The student will continue to expand and use listening and speaking vocabularies.
   a. Increase oral descriptive vocabulary.
   b. Begin to ask for clarification and explanation of words and ideas.
   c. Follow simple two-step oral directions.
   d. Give simple two-step oral directions.
   e. Use singular and plural nouns.
 	
 1.3 The student will adapt or change oral language to fit the situation.
   a. Initiate conversation with peers and adults.
   b. Follow rules for conversation.
   c. Use appropriate voice level in small-group settings.
   d. Ask and respond to questions in small group settings.
 	
 CONTINUED
	1.5 The student will apply knowledge of how print is organized and read.
	   a. Read from left to right and from top to bottom.
	   b. Match spoken words with print.
	   c. Identify letters, words, and sentences.
	
	 1.6 The student will apply phonetic principles to read and spell.
	   a. Use beginning and ending consonants to decode and spell single-syllable words.
	   b. Use two-letter consonant blends to decode and spell single-syllable words.
	   c. Use beginning consonant digraphs to decode and spell single-syllable words.
	   d. Use short vowel sounds to decode and spell single-syllable words.
	   e. Blend beginning, middle, and ending sounds to recognize and read words.
	   f. Use word patterns to decode unfamiliar words.
	   g. Use compound words.
	   h. Read and spell common, high-frequency sight words, including *the, said,* and *come.*
	
	 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
	   a. Use titles and pictures.
	   b. Use knowledge of the story and topic to read words.
	   c. Use knowledge of sentence structure.
	   d. Reread and self-correct.
	
	 CONTINUED
		1.11 The student will print legibly.
		   a. Form letters.
		   b. Space words and sentences.
		
		 1.12 The student will write to communicate ideas.
		   b. Generate ideas.
		   b. Focus on one topic.
		   c. Use descriptive words with writing about people, places, things, and events.
		   d. Use complete sentences in final copies.
		   e. Begin each sentence with a capital letter and use ending punctuation in final copies.
		   f. Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
		   g. Share writing with others.
		   h. Use available technology.
		
		 Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

English/Language Arts SOL Pacing Guide – 1ˢᵗ Grade
4th Quarter

Oral Language	Reading	Writing

CONTINUED FROM PREVIOUS PAGE
 	
1.4 The student will orally identify and manipulate phonemes (small units of sound in syllables and multisyllabic words).
   a. Count phonemes (sounds) in syllables or words with a maximum of three syllables.
   b. Add or delete phonemes (sounds) orally to change syllables or words.
   c. Create rhyming words orally.
   d. Blend sounds to make word parts and words with one to three syllables.
	CONTINUED FROM PREVIOUS PAGE
	
	1.8 The student will read familiar stories, poems and passages with fluency and expression.
	
	1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
	   a. Preview the selection.
	   b. Set a purpose for reading.
	   c. Relate previous experiences to what is read.
	   d. Make predictions about content.
	   e. Ask and answer who, what, when, where, why, and how questions about what is read.
	   f. Identify characters, setting and important events.
	   g. Retell stories and events using beginning, middle, and end.
	   h. Identify the topic or main idea.
	
	1.10 The student will use simple reference materials.
	   a. Use knowledge of alphabetical order by first letter.
	   b. Use a picture dictionary to find meanings of unfamiliar words.	

Sample Units

Each of the following units, developed by the 2008 Elementary School Curriculum Committee, was designed based on the framework of Understanding by Design. This framework was developed by Jay McTighe and Grant Wiggins to emphasize what are termed the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each unit is built on a foundation of essential questions and understandings that students are expected to gain by the end of the unit or units. Each unit is anchored with an assessment performance task that should be rooted in authentic, real world activities. The learning activities and performance task help to build and show students understanding of concepts for each of the facets of understanding. The facets of understanding are defined below. These facets shape the learning activities and performance task in which the students will be asked to engage.

Facet of Understanding	Definition
Explanation	Students are able to explain the why and how of a concept. For example, students are able to explain why a character takes a certain action using supporting evidence from the text.
Interpretation	Students are able to assign meaning to a concept and show how it relates to them and to the world. For example, students might write a poem incorporating figurative language and imagery to convey a message.
Application	Students are able to apply the knowledge and skills that they have gained to a real-world authentic activity. For example, students write a Life in Haiku piece and submit it to the *Washington Post* for publication.
Perspective	Students are able to see and analyze another perspective than their own. For example, in preparing for a debate, a student is able to argue both sides.
Empathy	Students are able to feel the impact of a decision or event on others. For example, students write poems about the injustices in Darfur, which are compiled and published into a book and sold to raise money for relief efforts.
Self-knowledge	Students are able to reflect about their work and their thinking. For example, students might reflect about their writing process in the creation of a short story.

Grade 1
Leaves

Objectives

Goals:

q 1.2 The student wil l continue to expand a nd u se listening and speaking vocabular ies.
  - a. Incre ase ora l descri ptive vocabulary.

q 1.9 The student wil l read and demo nstrate com prehen sion of a variety of fiction and no nfiction.
  - a. Pre view the se lection.
  - b. Set a purpose for reading.
  - c. Re late pre vious experiences to what is read.
  - d. Make predic tions about co ntent.
  - e. Ask and answer who, what, when, where, and wh y questio ns abo ut what is read.
  - h. Identify the topic or ma in idea.

q 1.11 The student wi ll print le gibly.
  - a. Form letters.
  - b. Space words and sente nces.

q 1.12 The student wi ll write to communicate and share i deas with others.
  - b. Focus on one topic.
  - c. Use descr iptive words when writ ing about pe ople, places, th ings, and events.
  - f. Use correct spe lling for h igh-frequency sight words and phonetical ly re gular words in f inal copies.
  - g. Share wr iting with others.

Science SOL 1.1 T he student will conduc t inves tigations in which
  - *a. differences in physical proper ties are observe d using the se nses*
  - *c. objects or even ts a re classif ied and a rranged accor ding to attributes o r properties*

Understanding s: (Students will under stand that…)

q non-fiction books help us u ndersta nd the natural changes of our world.
q fiction books are make -bel ieve stor ies that may contain real facts.
q speaking and wr itten vocabulary can be expand ed through use of descriptive words.
q ideas can be wr itten and shared with others.
q deciduous tree leaves change colors and non-deciduo us tree lea ves are always green.
q fall dayl ight hours and te mperature ranges are di fferent from sum mer.

Essential Questions:
- What is the difference between fiction and non-fiction books?
- How do authors use words to help us form pictures in our minds?
- How can background knowledge and setting a purpose for reading help us make connections and remember what we have learned?
- How do the seasons affect nature?

Students will know….
- key descriptive words.
- characteristics of fiction and non-fiction.
- how to classify things by shape and color.

Students will be able to …
- preview a text, set a purpose for reading and make predictions about it, relate it to personal experience, and answer questions about it.
- distinguish between fiction and non-fiction.
- classify leaves by shape and color.
- write poems using descriptive words.

Evidence of Understanding

Performance Task(s):

Each student is going to contribute a page to the new book, *The Leaves of Loudoun County*, that will be put on display in the school or classroom library Their pages will each feature a real leaf and a poem about it.

Other Evidence:
- KWL Chart
- List of descriptive words from the story
- Discussion of leaf walk
- Leaf journals
- Presentation to class, writing buddies, and/or school.
- Venn Diagram

Learning Plan

Learning Activities:

- Teacher creates a KWL chart about leaves to set the purpose for reading and to collect students' prior knowledge (K) about leaves. At various points in the lesson the teacher pauses to collect information the students have learned (L) as well as their developing questions about leaves (W).
- Teacher conducts a preview of the book *Read Leaf, Yellow Leaf*, by Lois Ehlert.
- Teacher conducts a read-aloud of <u>Red Leaf, Yellow Leaf</u> and students generate a list of describing words from the story. Teacher collects these words for classroom display.
- Teacher conducts read-aloud of other leaf books
- Students and teacher go outside to collect leaves and then sort the leaves by shapes and colors.
- Students record leaf observations in journal.
- Teacher and class use Venn diagram to compare and contrast different kinds of leaves.
- Each student selects a different leaf to prepare for the book (see the attached hand-out, "Leaf Collection.")
- Each student uses descriptive words from her journal to write a poem about her leaf.
- Students glue their leaves to a sheet of paper, then copy their poems to the paper.
- Teacher binds the papers into a book and conducts a shared reading of the book.

Resources:

- <u>Look What I Did with a Leaf!</u> Morteza E. Sohi
- <u>Leaf Man</u> by Lois Ehlert
- <u>Red Leaf, Yellow Leaf</u> by Lois Ehlert
- <u>Why Do Leaves Change Colors?</u> Betsy Maestro
- AIMS: Leaf Safari *Primarily Plants*
- AIMS: Observe a Tree, *The Budding Botanist*
- Leaf Collection Directions (see attached)

Leaf Collection

We need dried leaves to cre ate pictures of animals. The artists will write poems about the animals, type their p oems on the computer and display th e poetry with their art projects. We will also use the leaves to make mo dels of trees during the different seasons.

- Collect a variety of leaves.
- Group y our leaves by shape:
    - star shaped
    - heart-shaped
    - needle-shaped
    - long and narrow
    - mitten-shaped
    - fan-shaped
    - saw-edged,
    - round, oval, wavy-edged, pointed lobes, and rou nded lobes.

- Save a leaf in each category for your l eaf book -- **The Leaves of Loud oun County.**

    What animal did you l ike?_____ _____
    Will you make an animal not shown? If you wa nt a different animal , you need a plan.
    Which leaf shapes do you need?
    How man y leaves w ill you need?
    Can you collect some leaves to share?

Preparing the Leaves
- Clean the le aves you have col lected by soaking them in a bowl of warm wate r for a few m inutes.
- Blot them dry between two pieces of paper towel.
- Place the leaves on two pieces of newspaper.
- Take care that the leaves do not touc h each other becau se the parts that overlap wi ll not dry pro perly.
- Trim any stems t hat are particu larly thic k.
- Cover the lea ves w ith another two pieces of newspaper and put s omething heavy on top. Te lephone b ooks or big dict ionaries work we ll.

Notes: It w ill take about a week for the leaves to be ready. By then they sh ould be flat, st iff, and dry.

Grade 1
Flipping Over Fiction Writing

Objectives
Goals:

q 1.1 The student will continue to demonstrate growth in the use of oral language.
 a. Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials
 b. Tell and retell stories and events in logical order

q 1.3 The student will adapt or change oral language to fit the situation.
 c. Use appropriate voice level in small-group settings

q 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
 a. Preview the selection
 c. Relate previous experiences to what is read

q 1.11 The student will print legibly.
 a. Space letters
 b. Space words and sentences
 d. Make predictions about content
 g. Retell stories and events, using beginning, middle, and end

q 1.12 The student will write to communicate ideas.
 d. Use complete sentences in final copies
 e. Begin each sentence with a capital letter and use ending punctuation in final copies
 f. Use correct spelling for high-frequency sight words and phonetically regular words in final copies
 g. Share writing with others

Understandings: (Students will understand…)

q how writing can be used to retell a story and events in sequence.
q that writers plan and organize their thoughts before writing.
q that personal experiences can help a reader understand a story.
q that stories are organized according to a sequence of events.

Essential Questions:
- What are the most important parts of a story?
- How do stories make us think about our own lives?
- How do readers make predictions as they read?

Students will know….
- how to identify important story elements of a story, including beginning, middle, and end.
- how to create connections that enhance comprehension.
- how to make predictions based upon book preview.
- how to use vocabulary from the story to retell events.

Students will be able to…
- sequence a story that has been read aloud to them.
- interpret the story events based upon their prior experiences.
- make predictions based upon teacher-led book preview.
- apply their knowledge of the story sequence by drawing and writing the main parts.
- use vocabulary from the story and sequence words to retell main ideas.
- orally present their flipbooks to the class.

Evidence of Understanding

Performance Task(s):

In small groups, students will create a flip book to show the sequence of events in a story. The teacher will provide students with construction paper folded in half and cut into fourths. On the first page the students will draw a picture and write the title of the story, and on the other three pages the students will draw pictures and write sentences about the beginning, middle, and end of the story. Then students will share their flipbooks with the class. Students may also want to act out a retelling of the story. The flipbooks become part of the classroom library.

Other Evidence:
- Shared predictions as a class before reading
- Personal connections to the story
- Acting-out the story in a group.

Learning Plan
Learning Activities:
q The teacher previews a story with the class and records their predictions.   q Teacher conducts a shared reading of the story.   q Several students share connections throughout the story as it is being read.   q Students confirm or correct story predictions after reading.   q Students identify the beginning, middle, and end of the story.   q Students create flipbooks in small groups.   q Each group shares its flipbook with the class .   q Students act out a retelling of the story (optional) .
Resources:
q Fiction story   q Chart paper   q Construction paper flipbooks

Page 1		***Yuko Finds a Friend***
Page 2		Yuko was lost and didn't have any friends
Page 3		One day, a boy named Artie found Yuko.

Page 4		Artie took Yuko home to live with him.