Elementary Language Arts

The Language Arts program challenges students to read, write, listen, and speak effectively in order to communicate with others. There is a strong literacy connection that is embedded in all areas of the curriculum. Students develop reading, writing, and communication skills within all areas of study. The Language Arts program at ISK focuses on a balanced approach to literacy, including:

Reading
(shared reading, read alouds, guided reading, and independent reading)
Writing
(writer's workshop, author study, and genre-based writing instruction)
Word Study
(spelling patterns, word structure, phonics, handwriting)
Listening and Speaking

Assessment of student progress includes:

- School wide reading assessment (twice a year)
- Regular running records to assess reading growth
- School wide writing prompt (twice a year)
- Writing projects (based on grade level genre studies)
- Grade level spelling assessments
- Oral presentations

Grade 1

READING

Standard 1.1: Read fluently using skills and strategies of the reading process

1.1.1 Read 1st grade high-frequency words
1.1.2 Decode fluently (including accuracy and speed) at independent level I (end of year)
1.1.3 Recognize word endings (e.g. –ing, -s, -ed) and common contractions
1.1.4 Use sound segments and patterns to decode unfamiliar words
1.1.5 Self-correct for accuracy with guidance
1.1.6 Predict meanings of words using different types of cues (phonemic and graphic)
1.1.7 Read end punctuation accurately
1.1.8 Use some voice reflection with end punctuation

Standard 1.2: Comprehend, respond to, and analyze a wide variety of literary texts

1.2.1 Retell main events (beginning, middle and end)
1.2.2 Identify and discuss literary elements (character, setting, problem and solution)
1.2.3 Identify fiction and non-fiction texts
1.2.4 Apply reading strategies to monitor comprehension (refer to Reading Strategies benchmark chart)
1.2.5 Articulate an opinion about a text
1.2.6 Participate in guided literature discussions

Standard 1.3 Comprehend and apply skills and strategies appropriate to non-fiction texts

1.3.1 Identify features of non-fiction texts (photos/illustrations, table of contents, glossary, headings/subheadings, timelines)
1.3.2 Preview text (picture walk)
1.3.3 Identify topic and subtopic
1.3.4 Retrieve relevant information from non-fiction texts

Standard 1.4 Demonstrate an appreciation for reading

1.4.1 Read silently for a minimum of 10 minutes
1.4.2 Identify reading interests
1.4.3 Demonstrate an eagerness to read

WRITING

Standard 2.1: Use skills and strategies of the writing process

2.1.1 **Writing Process:** Move through the writing process with teacher guidance *Learning Outcomes*

2.1.2 **Prewriting:** Apply more than one strategy for generating ideas and planning writing
Learning Outcomes
1.2.a Brainstorm ideas
1.2.b Choose a prewriting strategy to organize ideas
i. Story map (including beginning, middle, end, character, setting and problem)
ii. Drawings
iii. Complete a research outline (answer questions and label diagram)
1.2.c Use literature to stimulate ideas

2.1.3 **Drafting:** Produce multiple drafts
Learning Outcomes
1.3.a Refer to prewriting plan
1.3.b Draft by hand
1.3.c Produce a complete first draft

Grade 1

2.1.4 **Revising:** Revise text including changing words, sentences, paragraphs, and ideas

Learning Outcomes

1.4.a Reread work several times (to self, peers, teacher)
1.4.b Recognize overused words and make substitutions
1.4.c Make revisions in response to teacher questions

2.1.5 **Editing:** Edit written work to reflect appropriate and effective grammar

Learning Outcomes

1.5.a Edit shared text with teacher guidance
1.5.b Use the grade level checklist for editing
1.5.c Use resources to edit text (word wall)

2.1.6 **Publishing:** Publish in a format that is appropriate for specific audiences and purposes

Learning Outcomes

1.6.a Illustrate work in line with the text
1.6.b Publish final copies as appropriate

2.1.7 **Reflection:** Reflect on growth as a writer

Learning Outcomes

1.7.a Identify strategies that lead to better writing
1.7.b Select pieces of writing that show best work and explain reasons for selection

Standard 2.3: Apply understanding of the author's craft

2.3.1 **Traits of Writing:** Form ideas

Learning Outcomes

3.1.a Develop one main idea in a piece of writing
3.1.b Details support the main idea

2.3.2 **Traits of Writing:** Organize writing

Learning Outcomes

3.2.a Demonstrate clear beginning, middle and end
3.2.b Demonstrate logical sequencing
3.2.c Use transition words (simple conjunctions)

2.3.3 **Traits of Writing:** Demonstrate voice

Learning Outcomes

3.3.a Identify voice in a piece of writing
3.3.b Begin to establish personal voice
3.3.c Begin to develop a sense of audience
3.3.d Use punctuation (e.g. exclamation point) to convey a particular voice

2.3.4 **Traits of Writing:** Word Choice

Learning Outcomes

3.1.a Use specific adjectives (color, sensory, size, emotion)
3.1.b Use specific verbs

2.3.5 **Traits of Writing:** Sentence Fluency

Learning Outcomes

3.5.a Write meaningful, complete sentences

2.3.6 **Literary Elements:** Identify and apply literary elements appropriate to the purpose and audience

Learning Outcomes

3.6.a Develop setting
3.6.b Include a clear problem – solution
3.6.c Develop characters

2.3.7 **Literary Devices**: Identify and apply literary devices appropriate to the purpose and audience

Grade 1

Learning Outcomes

3.7.a Begin to use descriptive words to create a particular feeling or idea

3.7.b Use rhyme and patterns inn poetry

2.3.8 **Genre/Form:** Write in different forms and for different purposes

Learning Outcomes

3.8.a Identify and use a variety of new forms and genres

- *i. Patterned Poetry*
- *ii. Personal Narrative*
- *iii. Non-Fiction (informational poster)*
- *iv. Lab report*
- *v. Fiction/Humor*

3.8.b Identify specific characteristics of an author and apply in own writing

3.8.c Author Study: Robert Munsch, Eric Carle