

RIDGECROFT SCHOOL  
 LANGUAGE ARTS  
 GRADE 1

Language Arts in Grade K will focus on the development of the English language in three areas: (1) grammar and language conventions, (2) reading, and (3) writing. The NC Standard Course of Study is used as a guideline for a scope and sequence to goals and objectives. Specifications for the required writing portfolio are also included.

PACING GUIDE

Resource: Houghton Mifflin Literature

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES
<b>FIRST GRADING PERIOD</b>	<b>30 Days</b>	
Back to School		
Theme 1: All Together Now		
<b>SECOND GRADING PERIOD</b>	<b>30 Days</b>	
Theme 2: Surprise		1.01b, 1.02 a,b,c, 2.03b, 3.02
Theme 3: Let's Look Around		1.01b, 1.02b,c,d,e,f, 2.03a,b,c 2.05, 3.02
<b>THIRD GRADING PERIOD</b>	<b>30 Days</b>	
Theme 4: Family and Friends		1.01b, 1.02b,e,f, 2.03a,b, 3.02, 3.07c, 2.07, 3.03, 3.04c
Theme 5: Home Sweet Home (Focus on Poetry)		1.01c, 1.02b,c,d, 2.03b,d, 2.06, 3.02, 3.07a, 2.07, 2.08, 3.01, 4.01, 4.02, 4.06, 5.01, 5.03, 5.04, 5.05, 5.07
<b>FOURTH GRADING PERIOD</b>	<b>30 Days</b>	
Theme 6: Animal Adventures		1.01c, 1.02b,c, 2.03b, 2.05, 2.07, 2.09, 3.02, 3.03, 4.03, 4.04, 4.06, 5.02, 5.03, 5.04, 5.05, 5.07
Theme 7: We Can work it Out (Focus on Plays)		1.01d,e, 1.02b,c,d, 2.02, 2.03d, 3.07b, 2.08, 3.01, 4.01, 4.06, 5.01, 5.03, 5.04, 5.05, 5.07
<b>FIFTH GRADING PERIOD</b>	<b>30 Days</b>	
Theme 8: Our Earth		1.01a,d, 1.02b,c,e, 2.03ab, 2.06, 2.07, 2.08, 3.02, 3.03, 3.04, 4.03, 4.04, 4.06, 5.02, 5.03, 5.04, 5.05, 5.07
Theme 9: Special Friends (Focus on Folktales)		1.01d, 1.02a,b,c,e, 2.03a,b,c, 3.02, 3.05, 2.07, 4.01, 4.02, 4.06, 5.01, 5.04, 5.05, 5.07
<b>SIXTH GRADING PERIOD</b>	<b>30 Days</b>	
Theme 10: We Can Do It		1.01d, 1.02b,c,e, 2.03b,2.05, 2.07, 2.07, 3.02, 3.03, 4.03, 4.04, 4.06, 5.02, 5.03, 5.04, 5.05

7-22-07

NC STANDARD COURSE OF STUDY ([www.ncpublicschools.org](http://www.ncpublicschools.org))

<b>COMPETENCY GOAL 1: THE LEARNER WILL DEVELOP AND APPLY ENABLING STRATEGIES AND SKILLS TO READ AND WRITE.</b>
<p>1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:          count syllables in a word.          blend the phonemes of one-syllable words.          segment the phonemes of one-syllable words.          change the beginning, middle, and ending sounds to produce new words.</p> <p>1.02 Demonstrate decoding and word recognition strategies and skills:          use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.          recognize many high frequency and/or common irregularly spelled words in text (e.g., have, said, where, two).</p> <p>1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</p> <p>1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of</p>

word, ending letters).

1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

**COMPETENCY GOAL 2: THE LEARNER WILL DEVELOP AND APPLY STRATEGIES AND SKILLS TO COMPREHEND TEXT THAT IS READ, HEARD, AND VIEWED.**

2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.

2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).

2.03 Read and comprehend both narrative and expository text appropriate for grade one.

2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.

2.05 Predict and explain what will happen next in stories

2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).

2.07 Respond and elaborate in answering what, when, where, and how questions.

2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.

2.09 Read and understand simple written instructions.

**COMPETENCY GOAL 3: THE LEARNER WILL MAKE CONNECTIONS THROUGH THE USE OF ORAL LANGUAGE, WRITTEN LANGUAGE, AND MEDIA AND TECHNOLOGY.**

3.01 Elaborate on how information and events connect to life experiences.

3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts

3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

3.04 Share personal experiences and responses to experiences with text:

publishing non-print texts.

discussing interpretations.

recording personal responses.

3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.

3.07 Compare authors' uses of conventions of language that aid readers including:

kinds of sentences.

capitalization of first word in a sentence and proper names.

punctuation to end a declarative and interrogative sentence.

**COMPETENCY GOAL 4: THE LEARNER WILL APPLY STRATEGIES AND SKILLS TO CREATE ORAL, WRITTEN, AND VISUAL TEXTS.**

4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).

4.02 Use words that name characters and settings (who, where) and words that tell action and events (what happened, what did \_\_\_ do) in simple texts.

4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing an expository text).

4.04 Extend skills in using oral and written language:

clarifying purposes for engaging in communication.

using clear and precise language to paraphrase messages.

engaging in more extended oral discussions.

producing written products.

4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).

4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).

**COMPETENCY GOAL 5: THE LEARNER WILL APPLY GRAMMAR AND LANGUAGE CONVENTIONS TO COMMUNICATE EFFECTIVELY.**

- 5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three-and four-letter words.
- 5.02 Apply phonics to write independently, using temporary and/or conventional spelling.
- 5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.
- 5.04 Use complete sentences to write simple texts.
- 5.05 Use basic capitalization and punctuation:  
 first word in a sentence.  
 proper names.  
 period to end declarative sentence.  
 question mark to end interrogative sentence.
- 5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).
- 5.07 Use legible manuscript handwriting.

**TEXT IN GENRES FOR GRADE 1**

FICTION	NONFICTION	POETRY	DRAMA
Storybooks Short chapter books	Newspapers Telephone books Signs/labels	Short poems Word plays (alliteration /rhyme)	Skits Short plays

**GRADE 1 WRITING PORTFOLIO**

The writing portfolio is a collection of products that exhibit development of writing expertise. Some writing will be shared writing, some interactive, and some independent. First drafts and revisions are included to show growth over time. Selected documents will be finished or “published”.

STUDENT NAME:		
	DATE DUE	GRADE
<b>FIRST SIX WEEKS</b>		
1. 2.		
<b>SECOND SIX WEEKS</b>		
Class Letter Story about Animals (Bugs) Class Diary Description of Favorite Season Persuasive Letter Favorite Foods Story Trip		
<b>THIRD SIX WEEKS</b>		
Answer to Question Story Sentences on Topic Class Letter Alternate Ending Post Card Description of Animal's Home		
<b>FOURTH SIX WEEKS</b>		
Opinion Description Journal Entry Message Class Poem Initiation Letter of Persuasion Riddle		
<b>FIFTH SIX WEEKS</b>		

Forest guide Learning Log Informational Paragraph Description Character Sketch/Journal Entry Riddle Solution Message/ Response to Literature Class Newsletter Comparison		
<b>SIXTH SIX WEEKS</b>		
Book Report Class Poem Character Sketch Thank you Note		

**GRADING FIRST SEMESTER:**

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above                       On                       Below

Signature and Date: \_\_\_\_\_

**GRADING SECOND SEMESTER:**

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above                       On                       Below

Signature and Date: \_\_\_\_\_