

Grade 1: Curriculum Guide Overview

*How to use this curriculum guide:*

*The Iowa Core Standards and the learner objectives listed on this district curriculum guide articulate our English Language Arts curriculum. These guides articulate what students need to know and be able to do during each unit of study at each grade level.*

**The *Journeys* Materials**

*Journeys* is a comprehensive English Language Arts program that supports the Iowa Common Core Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. This program will be used as our primary tool to support instruction and enhance students’ mastery of the Iowa Common Core Standards.

**Pacing**

The curriculum guide breaks the school year into six units of instruction. Each unit is six weeks in length (reference the pacing calendars for specific dates), and includes 5 “Lessons” within *Journeys*. The additional week can be distributed throughout the unit (i.e. 6-day cycles) or reserved for reteaching and extension in the final week.

**Organization**

Page 1 of each unit guide provides an overview of the unit, organized by weekly lesson in the *Journeys* materials. While this overview includes the skills and standards instructed each week, the “I Can” statements provided on pages 2-4 should be used to design instruction and determine student outcomes.

Page 2 of each unit guide contains the reading literature (left side) and reading informational (right side) standards, as well as an open space for “Focusing our Instruction”. This space should be used to make instructional decisions based on building data.

You will notice that there are not specific *Journeys* lessons tied to our reading literature and reading informational standards. The lessons are listed under the left or right column based upon the genre of the main selection (fiction or nonfiction). Instruction of your team “I Can” statements for reading literature and reading informational should occur across the lessons identified for this genre.

Pages 3-4 of each unit guide contain the writing, language, foundational and speaking and listening standards and “I Can” statements. While the language of the “I Can” statements can be modified to best serve your students, they should be considered a guide for what to expect of students in each standard.

The *Being a Writer* unit identified at the top of our writing standards column (pg. 3-left side) will be used as our primary tool to support instruction of the writing standards and “I Can” statements.

*Overarching Standards:*

The following standards have been identified as overarching standards, which means they are to be embedded within each unit of instruction over the course of the year.

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| **Overarching Standard** | **Learner Objectives** | **Instructional Support** |
| Literature 4:  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  Informational 4:  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | I can recognize words or phrases that suggest feelings. | Shared reading opportunities and explicit vocabulary instruction will support students in developing their oral vocabulary. |
| I can ask questions about words I don’t know in the text. |
| I can use context clues to determine or clarify the meaning of words in the text. |
| Literature 10:  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | I can participate in group reading activities to build my understanding of the purpose of reading. | Shared reading opportunities will allow students to engage in understanding text through active participation and collaborative conversations with peers. |
| Informational 10:  With prompting and support, read informational texts appropriately complex for grade 1. | I can read informational text on my own and with support from my teacher and classmates. |
| Foundational 1:  Demonstrate understanding of the organization and basic features of print.   * 1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | I can recognize the beginning and end of a sentence. | Shared reading opportunities will provide students with a review of this concept, which is heavily supported in Kindergarten. |
| I can identify the first word, capital letter, and the ending punctuation in sentences. |
| Language 2:  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | I can apply what I know about sight words while writing. | Students will apply what they’ve learned about sound-letter relationships through whole group, small group, and independent writing opportunities. |
| I can apply what I know about spelling patterns when writing. |
| I can apply what I know about letters and sounds to spell words I don’t know. (phonetically) |
| Language 5:  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). | I can use new words and phrases that I have learned when I read, write, and talk with my classmates. | With guidance and support, students will apply new vocabulary when speaking and writing about familiar things. |
| Language 6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | I can learn and use new words and phrases when I read, write, and talk with my classmates. | Students will apply new vocabulary through classroom conversations and writing opportunities throughout the year. |
| Writing 6:  With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | I can work with my classmates to use digital tools, such as a computer, to create and publish my writing. | Technology integration throughout the year for multiple purposes will increase students’ ability to explore and understand essential 21st century skills. |
| Speaking and Listening 1  Participate in collaborative conversations with diverse partners about grade 1 *topics* and *text*swith peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up and confusion about the topics and texts under discussion. | I can listen to others with care. | Students will engage in large group and small group collaborative conversations. These discussions will be facilitated by the teacher in order to promote listening, taking turns and respectful conversation.  This type of discussion is heavily supported in the Being a Writer materials. |
| I can speak one at a time about the given topic. |
| I can ask questions if I don’t understand. |