

McHenry School District #15



ELA

Year-At-A-Glance Guide

1st Grade

On June 3rd, 4th, and 5th of 2015, McHenry Elementary School District 15 convened a group of teachers and administrators for the purpose of creating a document that would serve as a curricular and instructional resource for elementary teachers in the area of English Language Arts. A more specific intention of the document was to provide the necessary framework for MESD #15 to begin the creation of a more unified, cohesive and consistent progression of instruction in the area of English Language Arts. Furthermore, an additional point of the document was to serve as a location where teachers could synthesize the various materials, strategies, and resources available to them.

The following teachers and administrators comprised the group that completed the “Year-At-A-Glance” document that follows:

Kindergarten:

Betty Chwalisz
Mary Goza
Jen Miller
Amy Tessler
Patty West

1st Grade:

Lori Anderson
Joanne Backhaus
Rachel Bitzenhofer
Stephanie Mazza
Hannah Pozzi

2nd Grade:

Jen DeBlock
Christine Diedrich
Gina Nicholls
Jen Wisniewski
Megan Young

3rd Grade:

Shari Clark
Jessica Hodge
Davina Jozwiak
Kelly Reitz
Wendy Shelton
Marlene Thome
Evelyn Traskaski

4th Grade:

Barb Darst
Mary Jane Kittl
Alyson Kriewaldt
Carey Noonan
Emily Schilf

5th Grade:

Danielle Jaeger
Tammy Krofel
Jenny Nelleson
Lisa Nelleson
Kerry Sterbenz

Principals:

Margaret Carey
Amanda Cohn
Angelena Colon
Debbie Holliday
Michelle Reinhardt
Kathie Robinson

Assistant Principals:

Tiffany Elswick
Will Hibler
Joan Puidak
Rich Vannoy
Lindsay Weber

Central Office:

Laura Beltchenko-Facilitator
Stephanie Diaz
Fred Laudadio
Josh Reitz
Phil Traskaski
Lois Zalewski

A major effort of the above listed educators was the identification of Priority Standards for ELA in all areas of literacy (Reading Literature, Reading Informational, Foundational Skills, Speaking and Listening, Writing and Language). The purpose of this effort was to strategically narrow the scope of our instruction, align our areas of instructional emphasis, and identify the most essential learning objectives for our students that would, ultimately, establish a more unified and consistent focus for teaching and learning in the subject area of English Language Arts. This “Year-At-A-Glance Guide” is a result of the group’s diligent work. Included in it are:

1. The entirety of each grade level’s (K-5) New Illinois Learning Standards for English Language Arts.
2. Standards highlighted in green that the group identified as “Priority Standards.” These highlighted standards are viewed as standards that met the criteria of “Leverage,” “Rigor,” “Endurance” and are viewed as essential for teachers to emphasize and students to master.
3. Instructional vocabulary, derived directly from the standards that teachers should incorporate in their instruction throughout the year.
4. Big Ideas prevalent in each grade (to be worked on during the 15-16 school year)
5. Resource Bank (to be worked on during the 15-16 school year)

District 15 views this Year-At-A-Glance Guide as an ever-evolving and ever-improving document that teachers can and should refer to as an instructional and curricular resource. District 15 also views it as an integral initial step in our continual quest to improve and refine our English Language Arts curriculum.

Reading – Standards for Literature (RL)

Key Ideas and Details:

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure:	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
Integration	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity:	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure:

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards: Foundational Skills (RF)

Print Concepts

- | | |
|--------|---|
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. |
| a | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

Phonological Awareness

- | | |
|--------|---|
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| a | Distinguish long from short vowel sounds in spoken single-syllable words. |
| b | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| c | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| d | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

Phonics and Word Recognition

- | | |
|--------|---|
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| a | Know the spelling-sound correspondence for common consonant digraphs (two letters that represent one sound). |
| b | Decode regularly spelled one-syllable words. |
| c | Know final –e and common vowel team conventions for representing long vowel sounds. |
| d | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |

Continued on the next page

e	Decode two-syllable words following basic patterns by breaking the words into syllables.
f	Read words with inflectional endings.
g	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
a	Read on-level text with purpose and understanding.
b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c	Use context to confirm or self-correct word recognition, and understanding, rereading as necessary.

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a	Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas::	
SL.1.4	Describe people, places, things, and events, with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Writing Standards(W)

Text Types and Purposes:

W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge:	
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards (L)

Conventions of Standard English:

L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a	Print all upper- and lowercase letters.
b	Use common, proper, and possessive nouns.
c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).
e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
f	Use frequently occurring adjectives.
g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
h	Use determiners (e.g., articles, demonstratives).
i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a	Capitalize dates and names of people.
b	Use end punctuation for sentences.
c	Use commas in dates and to separate single words in a series.

Continued on the next page

d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Vocabulary Acquisition and Use:	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
a	Use sentence-level context as a clue to the meaning of a word or phrase.
b	Use frequently occurring affixes as a clue to the meaning of a word.
c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes.).
c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
L.1.6	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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).

Essential Learning / Big Ideas:

Overarching Standards:

- **RL.1.1/RI.1.1** Ask and answer questions about key details in a text.
- **RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RI.1.10** With prompting and support, read informational texts of appropriate complexity for grade 1.

Priority Standards

Reading	<ul style="list-style-type: none"> • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • RL.1.6 Identify who is telling the story at various points in a text. • RI.1.2 Identify the main topic and retell key details of a text. • RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Writing	<ul style="list-style-type: none"> • W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Speaking and Listening	<ul style="list-style-type: none"> • SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.4 Describe people, places, things, and events, with relevant details, expressing ideas and feelings clearly. • SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
Language	<ul style="list-style-type: none"> • L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. • L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).

Foundational Skills

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RF.1.3.a** Know the spelling-sound correspondence for common consonant digraphs (two letters that represent one sound).
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.c** Know final *—e* and common vowel team conventions for representing long vowel sounds.
- **RF.1.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Instructional Vocabulary

central message, clarify, closure, demonstrate, details, differences, explanatory, facts, identify, illustrations, informative, key details, main topic, major differences, narratives, opinion, participate, peers, phrases, projects, question, reason, recount, retell, sequenced events, shared research, similarities, text, topic

Resource Bank