

# Fayette R-III

## Daly Elementary- 1st Grade Curriculum Guide for ELA

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

**The 1<sup>st</sup> Grade Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 1<sup>st</sup> Grade.**

**Course Description:** In this course students grow emotionally, socially, physically, and intellectually as they continue to explore the world of reading, writing, speaking, and listening. Students engage in activities which foster excitement for language learning. Course work includes practicing reading behaviors, making connections between print and meaning, symbols and sounds, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, emergent writing, and drawings.

**Course Rationale:** The Fayette R-III English Language Arts program is the foundation upon which all other learning takes place. Communication skills are central to both cognitive and social development. Listening, speaking, reading, and writing are skills students need to help them solve problems, make decisions, interpret information and communicate their ideas to others. Fayette R-III schools will provide a balanced program of listening, speaking, reading and writing that emphasizes not only the understanding and appreciation of language and literature, but also the application of communication skills to the world and the workplace.

ELA Student Learning Goals	Standard Alignment
Students can print all upper- and lower case letters.	L1.1a CA1, 1.5, 1.6
Students can use singular and plural nouns with matching verbs, personal, possessive and indefinite pronouns, verbs to convey a sense of past, present and future, and frequently occurring conjunctions and adjectives when writing or speaking.	L1.1c-g CA1, 1.5, 1.6
Students can use common spelling patterns and known spelling rules when writing words.	L1.2d-e CA1, 1.6
Students can apply appropriate capitalization (including dates and names) and punctuation marks when writing.	L1.2a-b CA1, 1.5, 1.6
Students can determine the meaning of unknown and multiple meaning words by using affixes, root words, context clues, or asking and answering questions.	L1.4, RI1.4 CA1, 1.5
Students can define words by categories using common traits.	L1.5a-b CA1, 1.5, 1.6
Students can write opinion pieces with an introduction, opinion, supporting reason and conclusion; write an informative paper with a topic, facts and an ending sentence; write a story with details, events placed in the correct order, and an ending that provides a sense of closure.	W1.1, W1.2, W1.3 CA4, 2.1, 2.2, 4.1
Students can identify short and long vowel sounds and the difference between them, sound out words by blending letter sounds, and break words into beginning, middle, and ending sound segments.	RF1.2 CA2, CA3, 1.5, 1.6

Students can identify and create the sounds common blends and digraphs make, decode one-syllable words by sounding out each letter, recognize that all syllables have a vowel sound, decode two syllable words by breaking them into vowel sound segments, and recognize and read irregularly spelled words.	RF1.3 CA2, CA3, 1.5, 1.6
Students can read grade-level text fluently and demonstrate comprehension with meaningful voice, timing and expression, correcting misread or misunderstood words using context clues, and rereading with corrections when necessary.	RF1.4, RL1.10, RI1.10 CA2, CA3, 1.5, 1.6
Students can identify and describe key details in a text or story including characters, settings, and major events; retell stories using key details; identify the main idea/topic/central message or lesson of a story or text using key details and illustrations; and ask and answer questions about the key details.	RL1.1, RL1.2, RL1.3, RI1.1, RI1.2, RI1.7 CA2, CA3, 1.5, 1.6

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**Resources:**

Being a Writer- Developmental Studies Center  
Houghton Mifflin Core Reading Series  
Spelling Through Phonics- McCracken

**Assessments:**

DRA2  
AIMS Web  
Houghton Mifflin Reading Assessments