

**Building – Elementary School  
Grade Level – First Grade  
Subject – Language Arts**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
August and September	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Alphabet - Letters and Sounds Review</li> <li>• Handwriting – Letter Shapes</li> <li>• Shared Reading (Poetry, Big Books, Predictable books)</li> <li>• Predictable writing</li> <li>• Predictable Charts</li> <li>• Reading beginning sight words</li> <li>• Reading levels should be at K.9 to 1.1 or above. Guided Reading Level C.</li> <li>• Introduce grammatical rules of capitalization and periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet letter and tile assessment</li> <li>• ABC booklet</li> <li>• Teacher assessment of handwriting</li> <li>• Individual oral responses to questions of shared reading</li> <li>• Predictable writing and charts are assessed by daily work</li> <li>• Assessment of beginning sight words</li> </ul>

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October	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Begin Spelling (beginning sight words and word families AN, AT, IT, IN)</li> <li>• Begin Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Reintroduction to writing sentences (word spaces, periods, and capitalization. Writing on one subject).</li> <li>• Applying phonics skills (word chunks, blending 3 letter words, making words using letter tiles, and short vowels)</li> <li>• Comprehension skills</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.0 to 1.2 or above. Guided Reading Level D.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in shared writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and Observing during Guided Reading</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation.</li> <li>• Spelling test is utilized as handwriting tool.</li> </ul>

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November	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (sight words and word families OT, OP, UN, and UG)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences</li> <li>• Applying phonics skills (short vowels, making words with letter tiles, blending sounds to make words, introduction to alphabetical order)</li> <li>• Comprehension skills (picture reading and order sequencing)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.1 to 1.3 or above. Guided Reading Level E.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and Observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 40 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily phonics papers.</li> <li>• Oral discussion about stories.</li> <li>• Questions and answers/ student participation.</li> <li>• Spelling test is utilized as handwriting tool.</li> </ul>

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December	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (sight words and word families EST, ED, EE)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences (Beginning introductory sentence and write at least 3 sentences on that subject).</li> <li>• Applying phonics skills (short vowels, making words with letter tiles, blending sounds to make words, alphabetical order)</li> <li>• Comprehension skills (beginning, middle, end)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.2 to 1.4 or above. Guided Reading Level F.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 50 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation</li> <li>• Writing of paragraph with opening sentence and 3 more sentences on topic.</li> <li>• Spelling test is utilized as handwriting tool.</li> </ul>

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January	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (sight words and word families ake, ide, ice)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences (Beginning introductory sentence and write at least 3 sentences on that subject).</li> <li>• Applying phonics skills (short vowels and long vowels, making words with letter tiles, blending sounds to make words, alphabetical order)</li> <li>• Comprehension skills (beginning, middle, end)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.3 to 1.5 or above. Guided Reading Level F to G.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 60 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation</li> <li>• Writing of paragraph with opening sentence and 3 more sentences on topic.</li> <li>• Spelling test is utilized as handwriting tool.</li> </ul>

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February	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (sight words and word families ose, ing, ook, ick)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences (Beginning introductory sentence and write at least 3 sentences on that subject).</li> <li>• Applying phonics skills (short vowels and long vowel, and other vowel sounds, making words with letter tiles, blending sounds to make words, alphabetical order)</li> <li>• Comprehension skills (beginning, middle, end)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.4 to 1.6 or above. Guided Reading Level G to H.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> <li>• Independently using “ endings” to words. (s, ed, ing)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 70 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation</li> <li>• Writing of paragraph with opening sentence and 3 more sentences on topic.</li> <li>• Spelling test is utilized as handwriting tool.</li> <li>• Observation</li> </ul>

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March	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (sight words and word families ool, y as in sly/ fly/sky, ain, ink)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences in paragraph form introductory sentence and write at least 3 sentences on that subject and a starting to form their own closing/ending/wrap up sentence).</li> <li>• Applying phonics skills (short vowels, long vowel, and other vowel sounds, making words with letter tiles, blending sounds to make words, alphabetical order)</li> <li>• Comprehension skills (beginning, middle, end)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.5 to 1.7 or above. Guided Reading Level H to I.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> <li>• Independently using “ endings” to words. (s, ed, ing)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 80 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation</li> <li>• Writing of paragraph with opening sentence and 3 more sentences on topic.</li> <li>• Spelling test is utilized as handwriting tool.</li> <li>• Observation</li> </ul>

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April	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (sight words and word families all, ight, aw, and contractions)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences in paragraph form introductory sentence and write at least 3 sentences on that subject and form a closing/ending/wrap up sentence).</li> <li>• Applying phonics skills (short vowels, long vowel, and other vowel sounds, making words with letter tiles, blending sounds to make words, alphabetical order)</li> <li>• Comprehension skills (beginning, middle, end)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.6 to 1.8 or above. Guided Reading Level H to J.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> <li>• Independently using “ endings” to words. (s, ed, ing)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 90 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation</li> <li>• Writing of paragraph with opening sentence and 3 more sentences on topic.</li> <li>• Spelling test is utilized as handwriting tool.</li> <li>• Observation</li> </ul>

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May	<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	<ul style="list-style-type: none"> <li>• Spelling (Short and long E words, review)</li> <li>• Guided Reading (leveled reading groups, using multiple copy books, and daily reading at home.)</li> <li>• Continue to write simple sentences in paragraph form introductory sentence and write at least 3 sentences on that subject and form a closing/ending/wrap up sentence).</li> <li>• Applying phonics skills (short vowels, long vowel, and other vowel sounds, making words with letter tiles, blending sounds to make words, alphabetical order)</li> <li>• Comprehension skills (beginning, middle, end)</li> <li>• Listening and speaking skills (ex. sharing personal writing, show and tell)</li> <li>• Phonemic Awareness (Oral practice of poetry, rhyming, sounds and words)</li> <li>• Reading levels should be at 1.7 to 1.9 or above. Guided Reading Level J to I.</li> <li>• Progressing in handwriting.</li> <li>• Practice basic grammatical rules and sentence structure in student writing.</li> <li>• Independently using “ endings” to words. (s, ed, ing)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling test</li> <li>• Listening and observing during Guided Reading (now looking for progression and fluency in oral reading).</li> <li>• Students should have mastered at least 100 sight words. Classroom product.</li> <li>• Daily writing activities</li> <li>• Making Words with letter tiles and daily papers</li> <li>• Oral discussion about stories</li> <li>• Questions and answers/ student participation</li> <li>• Writing of paragraph with opening sentence and 3 more sentences on topic.</li> <li>• Spelling test is utilized as handwriting tool.</li> <li>• Observation</li> </ul>