

# PARENT GUIDE

## GRADE ONE ENGLISH LANGUAGE ARTS CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade One.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print all upper- and lowercase letters.
	Use common, proper, and possessive nouns.
	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
	Use frequently occurring adjectives.
	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	Use determiners (e.g., articles, demonstratives).
	Use frequently occurring prepositions (e.g., during, beyond, toward).
	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize dates and names of people.
	Use end punctuation for sentences.
	Use commas in dates and to separate single words in a series.
	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>KNOWLEDGE OF LANGUAGE (begins in Grade 2)</b>	
<b>VOCABULARY ACQUISITION AND USE</b>	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	Use frequently occurring affixes as a clue to the meaning of a word.
	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<b>VOCABULARY ACQUISITION AND USE CONTINUED</b>	
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	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).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	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.
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	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.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	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.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
	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).
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>RANGE OF WRITING (Begins in Grade 3)</b>	
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	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).
	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
	Ask questions to clear up any confusion about the topics and texts under discussion.
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)