

Key Information about the Reading Language Arts Program/Harcourt Brace Collections – First Grade

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K –12 English Language Arts.

I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)
K-3 Reading, K-2 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Some indicators will need to be taught by using supplemental materials
- Teacher’s Notes section included for personal ideas

II. Connections to Harcourt Brace

- Matrix-style document provides Reading and Grammar Focus Skills, Focus Reading Strategy, Writing Strategy, and Spelling/Phonics Strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators

III. Collections: Harcourt Brace Teacher’s Editions

- Five manuals: 5 books
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- Two tabbed sections at end of each manual (Theme Resources and Additional Resources)

IV. Collections: Additional Reading Texts

- Big books
- Phonics Practice Readers
- Big Book of Rhymes
- Guided Reading Library
- Take Home Books

Lakewood City Schools Language Arts Course of Study – First Grade

Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use letter-sound correspondence knowledge and structural analysis to decode words.</p>	<p>By the end of Grade 1, the student will:</p> <ol style="list-style-type: none"> 1. Identify and distinguish between letters, words and sentences. 2. Identify and say the beginning and ending sounds in words. 3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns such as consonant blends and long- and short-vowel patterns and by matching sounds to the corresponding letters. 4. Decode by using letter-sound matches. 5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words. 6. Blend two to four phonemes (sounds) into words. 	<p>*Harcourt Brace</p> <p>Vol. 1 p. T30 Phonics Practice Reader, Big Books, Daily Letter, Message Board,</p> <p>Vol. 1 p. T25 Word Building Lesson 1 (sample)</p> <p>Vol. 1 pp.IT2-IT14 Inventory Unit Lessons 1-13 Alphabet letters – sounds (sound-letter relationship)</p> <p>Vol. 1 p. T6 Letter and Word Center Word Building Lessons – throughout HB</p> <p>Vol. 1 p. T6 Letter and Word Center</p> <p>Vol. 1 p. T6 Letter and Word Center Vol. 1 p. T30 Phonics Practice Reader Vol. 3 p. T6 phonogram flip book Vol. 4 p. R37-38 magnetic letters, word tiles, word wheels Sound/letter boxes</p>

	<p>7. Add, delete or change sounds in a given word to create new or rhyming words.</p> <p>8. Demonstrate a growing stock of sight words.</p> <p>9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.</p> <p>10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.</p>	<p>Vol. 1 p. T76-77 Letter Patterns Elkonian Sound boxes Word Building Lessons – throughout HB</p> <p>Vol. 1 p. T23 Introduction Word Wall Vol. 1 p. T35 Word Work Vocabulary Spelling dictionaries (high frequency words)</p>
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<p style="text-align: center;">Related Assessments</p> <p>*Assessment</p> <ul style="list-style-type: none"> • Alphabetic Principle (check letter and sound recognition) • Ohio Word List (Dolch) 	<p style="text-align: center;">Teacher Notes:</p> <p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt</p>
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Lakewood City Schools Language Arts Course of Study – First Grade

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use context clues to determine the meaning of new vocabulary.</p>	<p>By the end of Grade 1, the student will:</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 	<p>*Harcourt Brace</p> <p>Vol. 1. pp. T97-98 check focus strategies “What Good Readers Do” – Guided Reading Tips (every story) Cut up sentences throughout “The Big, Big Wall” Bk 1 Th 2 “When the TV Broke” Bk 3 “Splash” Bk 4 “The Story of a Blue Bird” Bk 5</p>
<p>B) Read accurately high-frequency sight words.</p>	<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). 3. Classify words into categories (e.g., colors, fruits, vegetables). 4. Recognize common sight words. 5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare). 	<p>“I Went Walking” Bk 1 Th 2 “The Big, Big Wall” Bk 1 Th 2 “Daniel’s Mystery Egg” Bk 2 HB book 3 T7</p> <p>Vol. 1 p. R84 Word Wall Daily Letter Message Board Throughout HB Sight Word Bingo game</p>

<p>C) Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D) Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships, and meanings.</p>	<p>Structural Understanding</p> <p>6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).</p> <p>7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).</p> <p>8. Read root words and their inflectional endings (e.g., walk, walked, walking).</p>	<p>Vol. 2 pp. T134-135 Word Work Letter Patterns (per lesson)</p> <p>“The Big, Big Wall” Bk 1 Th 2 “Little Pig, Big Pig” Bk 1 Th 2 “Where Do Frogs Come From?” Bk 2 “Making Friends, Keeping Friends” Bk 3 “Lilly’s Busy Day” Bk 4 “Poppleton Everyday” Bk 5</p> <p>“The Big, Big Wall” Bk 1 Th 2 “Moving Day” Bk 2 “Where Do Frogs Come From?” Bk 2 “When the TV Broke” Bk 3 “A Bed Full of Cats” Bk 4 “The Story of a Blue Bird” Bk 5 “The Puddle” Bk 5 “The Big, Big Sea” Bk 5</p>
<p>E) Use resources to determine the meaning and pronunciation of unknown words.</p>	<p>Tools and Resources</p> <p>9. Determine the meaning of unknown words using a beginner’s dictionary.</p>	

<p style="text-align: center;">Related Assessments</p> <p>*Informal Assessment</p> <ul style="list-style-type: none"> • Children’s journal writing • Individual reading conferences • Running records 	<p style="text-align: center;">Teacher Notes:</p> <p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>
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Lakewood City Schools Language Arts Course of Study – First Grade

Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
	<p>By the end of Grade 1, the student will:</p> <p><i>Concepts of Print</i></p> <ol style="list-style-type: none"> 1. Describe the role of authors and illustrators. 	<p>*Harcourt Brace</p> <p>Vol. 1 pp. T180-181 Meet the Author and Illustrator pages at end of story in series</p>
<p>A) Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and texts.</p>	<p><i>Comprehension</i> Strategies</p> <ol style="list-style-type: none"> 2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 3. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. 	<p>Teacher read alouds Throughout HB Picture walks Vol. 1 p. T186 response activities after stories</p> <p>“A Big Surprise” Bk 1 Th 1 “I Went Walking” Bk 1 Th 2 “Big Pig, Little Pig” Bk 1 Th 2 “What Day Is It?” Bk 2 “Lilly’s Busy Day” Bk 4 “The Big, Big Sea” Bk 5</p>
<p>B) Make predictions from text clues and cite specific examples to support predictions.</p>	<ol style="list-style-type: none"> 4. Make predictions while reading, and support these predictions with information from the text or prior experience. 	<p>Picture walks Vol. 1 p. T382 Literary Response Activities</p> <p>“Kit and Kat” Bk 2 “Catch Me If You Can” Bk 3 “A Bed Full of Cats” Bk 4 “Frog and Toad All Year” Bk 5</p>

C) Draw conclusions from information in text.	5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.	Throughout HB Examples: Vol. 1 p. T366 “The Big, Big Wall” tie-in “Humpty Dumpty” Vol. 3 p. T310 - “Digger Pig and Turnip” tie-in “Little Red Hen”
D) Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. E) Demonstrate comprehension by responding to questions (literal, informational and evaluative).	6. Recall the important ideas in fictional and non-fictional texts. 7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension. 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	Vol. 3 p. T323 informal assessment retell and summarize Throughout HB (at the end of stories and phonics practice readers) Throughout HB Throughout HB Vol. 2 pp. T156-178 comprehension questions that monitor reading in every story
F) Apply and adjust self-monitoring strategies to assess understanding of text.	<i>Self-Monitoring Strategies</i> 9. Monitor comprehension of independently- or group-read texts by asking and answering questions.	
	<i>Independent Reading</i> 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Vol. 1 p. R128 Individual Reading Inventory (use recording forms following) Rigby assessment – retelling of stories Throughout HB
		Guided Reading books Vol. 1 p. T6 – Theme Browsing Box HB independent/self-selected reading sections Browsing boxes Independent reading baskets

Related Assessments

*Assessment:

- Rigby assessment
- Running records
- Story maps

Teacher Notes:

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Lakewood City Schools Language Arts Course of Study – First Grade

Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use text features and structures to organize content, draw conclusions and build text knowledge.	<p>By the end of Grade 1, the student will:</p> <ol style="list-style-type: none"> 1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts. 2. Identify and sequence of events in informational text. 	<p>*Harcourt Brace</p> <p>“Where Do Frogs Come From?” Bk 2 “Making Friends, Keeping Friends” Bk 3 “Planets” Bk 5 HB Companion selections Newbridge books</p> <p>Vol. 2 p. TB299 – “Where Do Frogs Come From” (sample) Newbridge books</p>
B) Ask clarifying questions concerning essential elements of informational text.	3. Ask questions concerning essential elements of information text (e.g., why, who, where, what if and how).	
C) Identify the central ideas and supporting details of informational text.	4. Identify central ideas and supporting details of informational text with teacher assistance.	
D) Use visual aids as sources to gain additional information from text.	5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.	<p>Vol. 2 p. T287“Where Do Frogs Come From” KWL chart Newbridge books Venn Diagrams</p>

E) Evaluate two and three step directions for proper sequencing and completeness.	6. Follow multiple-step directions.	Daily activities Centers Seatwork
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Related Assessments	Teacher Notes:
<p>*Assessment:</p> <ul style="list-style-type: none"> • CCC • Guided study of text features (application in daily seatwork) 	<p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>

Lakewood City Schools Language Arts Course of Study – First Grade

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Compare and contrast plot across literary works.</p> <p>B) Use supporting details to identify and describe main ideas, characters and setting.</p>	<p>By the end of Grade 1, the student will:</p> <p>1. Provide own interpretation of story using information from the text.</p> <p>2. Identify characters, setting and events in a story.</p>	<p>*Harcourt Brace</p> <p>Questioning students after story</p> <p>Big Books Questioning, story web, story map Setting: “Come Here, Tiger” Bk 1 Th 1 “I Went Walking” Bk 1 Th 2 “Big Pig, Little Pig” Bk 1 Th 2 “Too Much Talk” Bk 3 “Tumbleweed Stew” Bk 4 “Frog and Toad Everyday” Bk 5</p>
<p>C) Recognize the defining characteristics and features of different types of literary forms and genres.</p>	<p>3. Retell the beginning, middle and ending of a story including its important events.</p> <p>4. Identify differences between stories, poems and plays.</p>	<p>Retell and summarize Throughout HB</p> <p>Compare and contrast conventions of each genre</p>
<p>D) Explain how an author’s word choice and use of methods influences the reader.</p>	<p>5. Recognize predictable patterns in stories and poems.</p>	<p>Read alouds Interactive writing/Shared writing Throughout HB</p>
<p>E) Identify the theme of a literary text.</p>		<p>Intervention strategies (language patterns) Example: Vol. 1 p. TB241 “I Went Walking”</p>

Related Assessments

Teacher Notes:

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Lakewood City Schools Language Arts Course of Study – First Grade

Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Generate ideas for written compositions.	<p>By the end of Grade 1, the student will:</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 2. Develop a main idea for writing. 	<p>*Harcourt Brace</p> <p>Student generated writing (individual) – list of ideas and familiar topics to write about Shared writing Throughout HB</p>
B) Develop audience and purpose for self-selected and assigned writing tasks.	<ol style="list-style-type: none"> 3. Determine purpose and audience. 	<p>Throughout HB</p>
C) Use organizers to clarify ideas for writing assignments.	<ol style="list-style-type: none"> 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. <p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 5. Organize writing to include a beginning, middle and end. 	<p>Formula writing – teacher modeling KWL chart – teacher modeling</p> <p>Formed work sheet with beginning, middle and end. Make picture for each part to stimulate writing. (teacher modeling)</p> <p>“Big Pig, Little Pig” Bk 1 Th 2 “Daniel’s Mystery Egg” Bk 2 “Absent – Minded Toad” Bk 4 “In the Big, Big Sea” Bk 5 “Planets” Bk 5</p>

	<p>6. Construct complete sentences with subjects and verbs.</p> <p>7. Mimic language from literature when appropriate.</p> <p>8. Use available technology to compose text.</p>	<p>Vol. 2 pp. T29 (naming) and T85 (telling parts) Book 1 Theme 1 & 2 “What Day Is It?” Bk 2 “Moving Day” Bk 2 “How Many Fish?” Bk 2 “Kit and Kat” Bk 2</p> <p>Interactive writing/Shared writing</p> <p>Alphasmart/computers</p>
D) Use revision strategies and resources to improve ideas and content, organization, word choice and detail.	<p>9. Reread own writing for clarity.</p> <p>10. Add descriptive words and details.</p> <p>11. Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary.</p>	<p>Samples: “Splash” Bk 4 “My Robot” Bk 4 “The Absent – Minded Toad” Bk 4 “The Story of Blue Bird” Bk 5</p>
E) Edit to improve sentence fluency, grammar and usage.	12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).	Student generated “Best Writer’s Checklist”
F) Apply tools to judge the quality of writing.	13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.	Student generated “Best Writer’s Checklist”
G) Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.	<p>Publishing</p> <p>14. Rewrite and illustrate writing samples for display and for sharing with others.</p>	<p>Class books Individual books Throughout HB Author’s chair</p>

Related Assessments

*Informal Assessment:

- Children’s daily writing (journal)
- “My Best Writer’s Checklist”

Teacher Notes:

*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.

Lakewood City Schools Language Arts Course of Study – First Grade

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Compose writings that convey a clear message and including well-chosen details.	<p>By the end of Grade 1, the student will:</p> <p>1. Write simple stories with a beginning, middle and end that include descriptive words and details.</p>	<p>*Harcourt Brace</p> <p>Teacher modeling Interactive writing Samples: “Daniel’s Mystery Egg” Bk 2 “Splash” Bk 4 “My Robot” Bk 4 “The Absent - Minded Toad” Bk 4 “Tumbleweed Stew” Bk 4</p>
B) Write responses to literature that demonstrate an understanding of the literary work.	2. Write responses to stories that include simple judgments about the text.	Writing journal
C) Write friendly letters and invitations complete with date, salutation, body, closing and signature.	<p>3. Write friendly letters or invitations that follow a simple letter format.</p> <p>4. Produce informal writings (e.g., messages, journals, notes, poems) for various purposes.</p>	<p>Shared writing “What Day Is It?” Bk 2 “Moving Day” Bk 2</p> <p>Writing journals Centers Student mailboxes “Kit and Kat” Bk 2 “Making Friends, Keeping Friends” Bk 3 “The Story of a Blue Bird” Bk 5 “The Puddle” Bk 5</p>

Related Assessments

Teacher Notes:

*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.

Lakewood City Schools Language Arts Course of Study – First Grade

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Print legibly using appropriate spacing.</p>	<p>By the end of Grade 1, the student will:</p> <p><i>Handwriting</i></p> <ol style="list-style-type: none"> 1. Print legibly, and space letters, words and sentences appropriately. 	<p>*Harcourt Brace Throughout HB book 1 & 2 “When the TV Broke” Bk 3 “Too Much Talk” Bk 3 “Making Friends, Keeping Friends” Bk 3 Vol. 4 pp. R65-68 examples of Zaner Bloser / D’Nealian</p>
<p>B) Spell grade-appropriate words correctly.</p>	<p><i>Spelling</i></p> <ol style="list-style-type: none"> 2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name). 3. Spell high frequency words correctly. 4. Create phonetically-spelled written work that can usually be read by the writer and others. 5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts. 	<p>Throughout HB Vol. 4 p. R37 – Word families (sample) Word wall(s)/chart(s) Word wheels Vol. 4 p. R38 – Word Scope</p> <p>Spelling dictionaries and word wall</p> <p>Throughout HB in word building sections</p>

<p>C) Use conventions of punctuation and capitalization in written work.</p>	<p><i>Punctuation and Capitalization</i></p> <p>6. Use end punctuation correctly, including question marks, exclamation point and periods.</p> <p>7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).</p>	<p>Vol. 1 p. T93 – punctuation, end marks “My Best Writer’s Checklist” (student generated) Throughout HB</p> <p>Throughout HB Book 1 Vol. 1 p. T23 (I) Vol. 1 p. T93 – first word in sentence Vol. 3 p. T169 – names</p>
<p>D) Use grammatical structures in written work.</p>	<p><i>Grammar and Usage</i></p> <p>8. Use nouns, verbs and adjectives (descriptive words).</p>	<p>Vol. 2 p.T283 – nouns (introduction)/ongoing Vol. 4 p. T275 – adjectives (color, size, shape) Vol. 5 p. T93 – verbs (introduction)/ongoing “Where Do Frogs Come From?” Bk 2 “Daniel’s Mystery Egg” Bk 2 “Catch Me If You Can” Bk 3 “Splash” Bk 4 “My Robot” Bk 4 “The Absent – Minded Toad” Bk 4 “Tumbleweed Stew” Bk 4 Throughout HB Book 5</p>

<p style="text-align: center;">Related Assessments</p> <p>*Assessment:</p> <ul style="list-style-type: none"> • “My Best Writing Checklist” • Daily writing (informal) 	<p style="text-align: center;">Teacher Notes:</p> <p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>
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Lakewood City Schools Language Arts Course of Study – First Grade

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Generate questions for investigation and gather information from a variety of sources.	<p>By the end of Grade 1, the student will:</p> <ol style="list-style-type: none"> 1. Discuss ideas for investigation about a topic or area of personal interest. 2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Use books or observations to gather information to explain a topic or unit of study, with teacher assistance. 	<p>LRC Media Specialist Public Library</p> <p>“How Many Fish?” Bk 2</p>
B) Retell important details and findings.	<ol style="list-style-type: none"> 4. Recall important information about a topic, with teacher assistance. 5. Report information to others. 	<p>Author’s Chair</p>

Related Assessments	Teacher Notes:
	<p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>

Lakewood City Schools Language Arts Course of Study – First Grade

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use active listening strategies to identify the main idea and to gain information from oral presentations.</p> <p>B) Connect prior experiences, insights and ideas to those of a speaker.</p> <p>C) Follow multi-step directions.</p>	<p>By the end of Grade 1, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Use active listening skills, such as making eye contact or asking questions. 2. Compare what is heard with prior knowledge and experience. 3. Follow simple oral directions. 	<p>Interviews “1 2 3 eyes on me” Read – aloud anthology</p> <p>Current events (weekly news publications) “Time for Kids”</p>
<p>D) Speak clearly and at an appropriate pace and volume.</p>	<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 4. Speak clearly and understandably. 	<p>Throughout HB Children share (author’s chair) Calendar, weather board</p>

<p>E) Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>	<p><i>Speaking Applications</i></p> <ol style="list-style-type: none"> 5. Deliver brief informational presentations that: <ol style="list-style-type: none"> a. demonstrate an understanding of the topic; b. include and sort relevant information and details to develop topic; c. organize information with a clear beginning and ending; and d. express opinions. 6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). 	<p>Perform plays and puppet shows Throughout HB</p>
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<p>Related Assessments</p>	<p>Teacher Notes:</p> <p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>
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First Grade
Connections: Harcourt Brace to English/Language Arts Content Standards

Together Again 1-1 Theme 1	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“A Big Surprise” Phonics Practice Readers: “I Am” “Monkey” “Sam the Seal”	consonant <i>m</i> short vowel <i>a</i> consonant <i>s</i> phonogram <i>-am</i>	sentences (introduction)	use picture clues to confirm meaning	writing words handwriting	words with <i>m</i>
“Come Here Tiger” Phonics Practice Readers: “Sam” “Where Is Cat?”	consonant <i>t</i> consonant <i>c</i> phonograms: <i>-at, -am</i>	sentences (capital letter and end mark)	reread aloud	writing process – sentences about ourselves: prewrite draft respond/revise proofread publish handwriting	words with <i>t</i>
“Look At Me” Phonics Practice Readers: “Pat” “Hap”	consonants <i>p, h</i> phonograms: <i>-ap, -at</i>	word order (introduce & review)	self-correct	writing process – sentences about favorite things: prewrite draft respond/revise proofread publish handwriting	words with <i>p</i>

Together Again 1-1 Theme 2	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“I Went Walking” Phonics Practice Readers: “That Cat” “Tim Has a Hat”	consonant <i>d</i> short vowel <i>i</i> phonograms: <i>-id, -ad, -id, -at</i>	Telling sentences (introduction & review)	use picture clues to confirm meaning	patterned writing: -write sentences -handwriting	words with <i>d</i>
“Big Pig, Little Pig” Phonics Practice Readers: “What a Kick” “The Nap”	consonants <i>n, ck</i> contractions: <i>'s, -ack, -ick</i>	Asking sentences (introduction & review)	sequence events / summarize	writing process – describing a class adventure: prewrite draft respond/revise proofread publish handwriting	words with <i>n</i>
“The Big, Big Wall” Phonics Practice Readers: “My Two Pals” “Come All”	consonant <i>ll</i> vowel variant: <i>-all</i> contraction <i>n't</i> inflections: <i>-ed, -ing</i>	Naming parts of sentences	use word order and context to confirm meaning	writing process – sentences about a picture: prewrite draft respond/revise proofread publish handwriting	words with: <i>l, ll</i>

Join In 1-2	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“What Day Is It?” Phonics Practice Readers: “It’s Hot” “The Path”	Short Vowel <i>ō</i> <i>th</i> blends with <i>s</i>	naming parts for two	look for word bits and parts	write an invitation make a list handwriting	words with short <i>ō</i>
“Moving Day” Phonics Practice Readers: “Pigs At Home” “Todd and Matt”	consonant <i>g</i> double con.: <i>ss, tt, dd, nn</i> inflections: <i>-ed, -ing</i> phonograms: <i>-ang, -ong</i>	telling parts of sentences	self-correct	patterned writing: (children write descriptions) -write a letter -extend the story handwriting	words with <i>g</i>
“How Many Fish?” Phonics Practice Readers: “A Rock for Rick” “Fran’s Pants”	consonants: <i>r, f, ff</i> blends with <i>r</i>	telling parts for two	use picture clues to confirm meaning	writing process “Information Book” handwriting	words with <i>r</i>
“Kit and Kat” Phonics Practice Readers: “A Big Hit” “Pig’s Good Morning”	consonant <i>b</i> vowel <i>r</i> controlled <i>or</i>	complete sentences (introduction and review)	make and confirm predictions	writing sentences thank you notes handwriting	words with <i>b</i>
“Where Do Frogs Come From?” Phonics Practice Readers: “What Will I Bring?” “Shortstop and the Bug”	consonant <i>w</i> digraph <i>sh</i> inflection <i>-es</i> contraction <i>’ll</i>	nouns (introduction and review)	sequence events / summarize	writing sentences animal homes handwriting	words with <i>w</i>
“Daniel’s Mystery Egg” Phonics Practice Readers: “The Best Pet” “Hen, Fox, and the Big Box”	short vowel <i>ē</i> consonant <i>x</i>	nouns (people and places)	look for words you know	“A Story” writing process handwriting	words with short <i>ē</i>

Special Times 1-3	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“Catch Me If You Can” Phonics Practice Readers: “Happy Chick” “In a Pickle”	introduction to: <i>ch, tch</i> consonant <i>le</i> blends with <i>l</i>	nouns: animals or things	make and confirm predictions	patterned writing questions and answers	words with <i>-ch, -tch</i>
“When the TV Broke” Phonics Practice Readers: “Time for Art” “Yaks and Yams”	<i>r</i> controlled vowel “ <i>ar</i> ” consonant <i>y</i> inflection: <i>s, ed, ing</i> phonograms: <i>-arn, -orn</i>	one and more than one	use word order and context to confirm meaning	extend the story how-to sentences handwriting	words with <i>ar</i>
“Too Much Talk” Phonics Practice Readers: “Chuck Gets Stuck” “Puzzles”	short vowel <i>ũ</i> consonants: <i>j, z, zz</i> digraph <i>qu</i> phonograms: <i>-amp, -ump</i>	special names and titles for people	reread aloud	writing process: riddles handwriting	words with short <i>ũ</i>
“Making Friends, Keeping Friends” Phonics Practice Reader: “Alvin’s Home”	consonant <i>v</i> contractions: <i>‘ve, ‘re</i>	special names of places	use picture clues to confirm meaning	sentences about a friend story review a personal journal handwriting	words with <i>v</i>
“Digger Pig and the Turnip” Phonics Practice Reader: “Burt Bird and His Friends”	<i>r</i> controlled vowels: <i>er, ir, ur</i> inflections: <i>-er, -est</i>	names of days	sequences events / summarize	favorite colors chart use information to write sentences class chart – write sentences extend the story	words with <i>er, ir, ur</i>
“Rex and Lilly Playtime” Phonics Practice Reader: “Oat Muffins”	introduction to long vowel <i>oa</i> phonograms: <i>-oat, -ot, -at</i>	names of months	making inferences	writing process “A Class Play”	words with long <i>ō, oa, ow</i>

Welcome Home 1-4	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“A Bed Full of Cats” Phonics Practice Reader: “Hen Needs Help”	long vowels: <i>ē, ee, ea</i> inflection: <i>s, ed, ing</i>	names of holidays	make / confirm predictions	-newspaper ads -extend the story -cat-shaped stories	words with long <i>, ē, ee, ea</i>
“Me On the Map” Phonics Practice Reader: “Dave and Kate”	introduction to long vowels: <i>ā, a-e</i> phonograms: <i>-ake, -ate</i>	introduction and review using I and me	use picture clues to confirm meaning	-sentences about neighborhoods -writing directions	words with long <i>ā, a-e</i>
“Lilly’s Busy Day” Phonics Practice Reader: “Silly Kitty”	introduction to long: <i>/ē/, y, ie</i> contractions: <i>‘s, n’t, ‘ll</i>	using he, she, it and they	create mental images	writing process friendly letter	words with <i>/ē/y</i>
“Splash” Phonics Practice Reader: “The Bus Ride” “Whiskers at Sea”	long vowels: <i>i, i-e</i> digraph <i>wh</i> phonograms: <i>-ake, ike</i>	describing words: feelings	use word order and context	-using describing words -writing about a season	words with long <i>ī, i-e</i>
“My Robot” Phonics Practice Reader: “A Place in the City”	consonants: <i>/s/c</i> phonograms: <i>-ast, -est, -ust</i>	describing words: color, size, shape	make inferences	-sentences about describing words	words with <i>/s/c</i>
“The Absent Minded Toad” Phonics Practice Reader: “A Silly Town”	introduction to <i>/ou/ow</i> phonograms: <i>-ace, -ice</i>	describing words: taste, smell, sound, feel	look for words you know	writing process: how to write a paragraph	words with <i>/ou/ow</i>
“Tumbleweed Stew” Phonics Practice Reader: “Bunny Tries to Fly”	long vowels <i>i, y,</i> <i>i-e</i>	describing words how many	sequence / summarize	sentences with quotation marks	words with <i>i,</i> <i>y, i-e</i>

Set Sail 1-5	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Story of a Blue Bird” Phonics Practice Reader: “Star Dream”	long vowel <i>i</i> , <i>igh</i> inflection: <i>-ed, -ing (cvce)</i>	describing words <i>-er, -est</i>	use word order and context	-journaling -extend the story	words with <i>-igh</i>
“Frog and Toad All Year” Phonics Practice Reader: “A Rainy Day”	long vowel <i>ā</i> , <i>ai, ay</i> phonograms: <i>-ail, -ain</i>	verbs	make / confirm predictions	-dialogue -extend the story	words with long <i>ā, ai, ay</i>
“The Puddle” Phonics Practice Readers: “Feeding Wild Birds” “Ginger the Gerbil”	long vowel <i>i</i> consonant <i>/j/, g</i> , <i>dge</i> inflections: <i>-ed, -ing (cvc)</i>	verbs that tell about now	make inferences	writing process: poem	words with long <i>ī, i</i>
“Poppleton Everyday” Phonics Practice Reader: “Go, Yo-Yo, Go!”	long vowel <i>ō</i> contractions: <i>‘re, ‘d, ‘ve</i>	using <i>am, is, are</i>	reread aloud	patterned sentences	words with long <i>ō</i>
“Moon Rope” Phonics Practice Reader: “Duke and June”	long vowel <i>lyōō/u-e</i>	verbs that tell about the past	word bits and parts	-writing across the curriculum	words with <i>/yōō/u-e</i> <i>/y/ōō</i>

Set Sail 1-5 (Continued)	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Big, Big Sea”	review <i>i, -igh, ā, -ai, ay</i> inflections: <i>-ed, -ing</i> contractions: <i>'ve, 'd, 're</i>	using <i>was</i> and <i>were</i>	create mental images	writing process: fantasy story	with <i>ē</i> , <i>ea, ec</i>
“Baboon” Phonics Practice Reader: “Weather”	short vowel <i>/e/ea</i>	using <i>go</i> and <i>went</i>	sequence / summary	-writing sentences -writing quotations	words with <i>ě</i> , <i>ea</i>
“Planets”	phonogram <i>-eat</i>	contractions with not	Read Ahead	-sentences about planets	words with <i>/ō/o</i>

First Grade – Big Books
Harcourt Brace

Book 1 – Theme 1		
Name of Story	Lessons	Focus Skill / Strategy
“Sometimes”	1-5	-explore language patterns -reinforce phonics instruction -model reading strategies
“All I Am”	6-10	-reinforce theme of self-discovery -reinforce vocabulary and phonics instruction -join in rereading
“Sometimes”	11-15	-develop sense of story -reinforce vocabulary and phonics instruction

Book 1 – Theme 2		
Name of Story	Lessons	Focus Skill / Strategy
“Let’s Go Visiting”	1-5	-develop appreciation for rich language -reinforce vocabulary and phonics instruction
“Let’s Go Visiting”	6-10	-explore language patterns -reinforce text features, such as question marks
“Ten Dogs In the Window”	11-15	-reinforce language patterns -introduce text features, such as quotation marks and exclamation points

Book 2		
Name of Story	Lessons	Focus Skill / Strategy
“It Looked Like Spilt Milk”	1-5	-investigate the theme -reinforce phonics instruction
“Where Does the Brown Bear Go?”	6-10	-reinforce language patterns -reinforce phonics instruction
“It Looked Like Spilt Milk”	11-15	-enhance enjoyment of literature -build fluency
“Where Does the Brown Bear Go?”	16-20	-reinforce language patterns -model reading strategies
“It Looked Like Spilt Milk”	21-25	-join in a rereading -reinforce vocabulary
“Where Does the Brown Bear Go?”	26-30	-reinforce the use of question marks -investigate the theme

Book 3		
Name of Story	Lessons	Focus Skill / Strategy
“Little White Dog”	1-5	-investigate the theme -reinforce rhyming text
“From Head to Toe”	6-10	-reinforce language patterns -join in rereading
“From Head to Toe”	11-15	-pantomime actions -identify verbs
“Little White Dog”	16-20	-join in a rereading -reinforce vocabulary instruction
“Little White Dog”	21-25	-join in a rereading -pantomime actions
“Little White Dog”	26-30	-reinforce rhyming text -reinforce comma instruction

Book 4		
Name of Story	Lessons	Focus Skill / Strategy
“On A Hot, Hot Day”	1-5	-explore the theme of communities -reinforce vocabulary and phonics instruction
“On A Hot, Hot Day”	6-10	-enhance enjoyment of literature -reinforce vocabulary and phonics instruction
“Hattie and The Fox”	11-15	-reinforce the theme of communities -build fluency by joining in a rereading
“Hattie and The Fox”	16-20	-explore the theme of communities -reread for fluency
“On A Hot, Hot Day”	21-25	-develop a sense of story -build fluency
“On A Hot, Hot Day”	26-30	-explore the musical element of language -build fluency

Book 5		
Name of Story	Lessons	Focus Skill / Strategy
“To Market, To Market”	1-5	-explore language patterns -reinforce phonics and vocabulary instruction
“I Swam with A Seal”	6-10	-explore language patterns, rhythm, rhyme -reinforce vocabulary and phonics instruction
“I Swam with A Seal”	11-15	-discuss the role of illustrations -build fluency
“To Market, To Market”	16-20	-explore connections between stories -build fluency
“To Market, To Market”	21-25	-explore rhyme and rhythm -build fluency
“I Swam with A Seal”	26-30	-explore language patterns -reinforce phonics instruction