Ohio's Model Curriculum
with Instructional Supports

GRADE 1

English Language Arts

Ohio | Department of Education

Table of Contents

English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 1

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [*3301.079(B)*]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	*Key Ideas and Details*

Standards	RL.1 Quote accurately from a text when explaining text.
	
	RL.2 Analyze literary text development.
	   a. Determine a theme of a story, drama, or poe
	     respond to challenges or how the speaker in
	   b. Summarize the text, incorporating a theme d
	
	RL3 Compare and contrast two or more characters,
	the text (e.g., how characters interact).

Ohio | Department of Education

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.
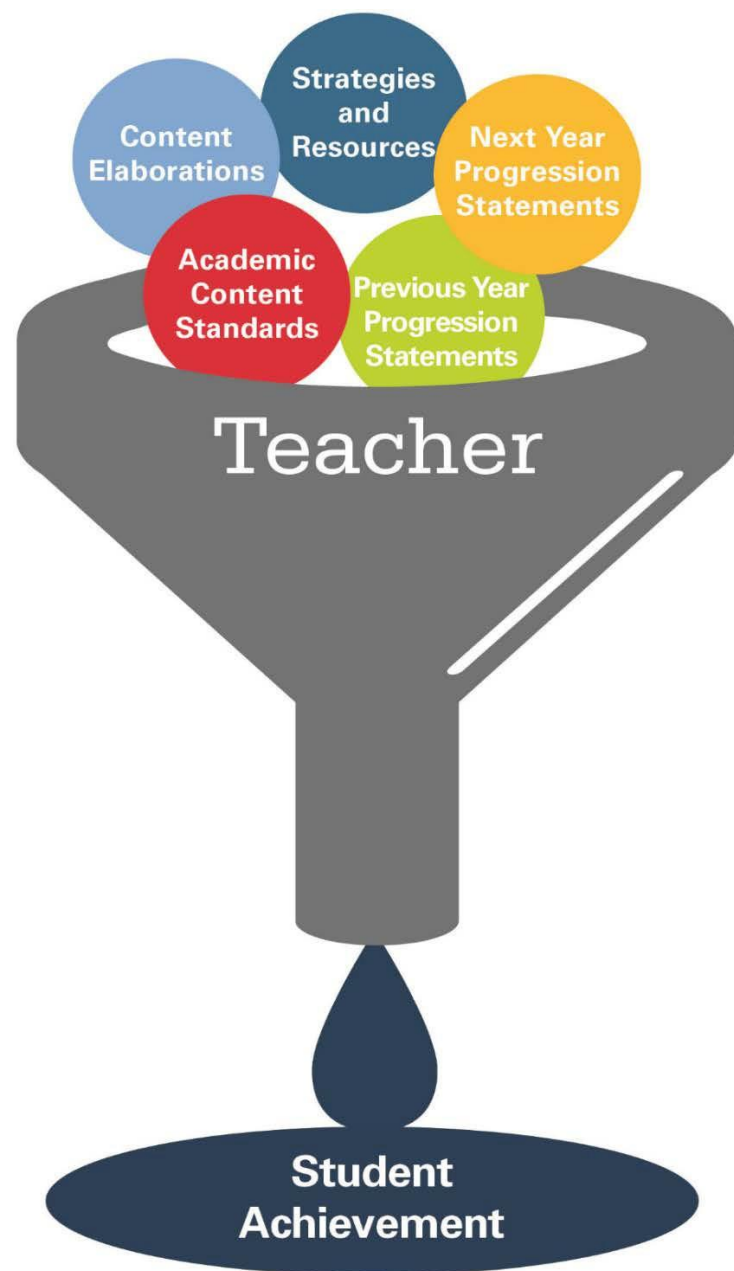
Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to *Ohio's Learning Standards for English Language Arts.* As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the *Previous Grade Level Progression Statements* which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the *Content Elaborations,* as well as reviewing the *Instructional Strategies and Resources*, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the *Next Grade Level Progression Statements* help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: *Student Achievement.*

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic	⊗ lesson plans
» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices	⊗ an exhaustive list of classroom activities per standard
	⊗ instructional units
» a support for instructional planning using the learning standards as a foundation	⊗ a resource meant to replace your district's decisions or direction

Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on this page, along with many other supporting resources, including the following:

» Curriculum map introduction and description: this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
» Curriculum map: this is a template that can be used for planning
» English Language Arts Resource Evaluation Tool: this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
» Ohio's Learning Standards for English Language Arts are posted on our Transition page, along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
» Determining Theme Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Types of Summaries Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Establishing a Thesis Standard Guidance provides support for W.6-12.1-2.

LEARNING AND DEVELOPMENT STANDARDS

Ohio's Learning Standards Kindergarten through Grade 3 address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.

English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 1

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	*Key Ideas and Details*

Standards	**RL.1.1** Ask and answer questions about key details in a text.
	
	RL.1.2 Analyze literary text development.
	    a. Demonstrate understanding of the lesson.
	    b. Retell stories, including key details.
	
	RL.1.3 Describe characters, settings, and major events in a story, using key details.

Previous Grade Level Progression Statement
In the previous grade level students, with prompting and support, were expected to ask and answer questions about key details; retell familiar stories, including key details; and identify characters, settings, and major events in a story.

Content Elaborations
The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts.

Students work to understand the story by breaking down the text into key details and determining the lesson of the story.

Additionally, when readers understand the elements of plot (characters, setting and events) they have a better grasp of story structure.

Next Grade Level Progression Statement
In the next grade level, students will be expected to identify the lesson or moral of traditional literature like fables, folktales, and tall tales from diverse cultures. Students will be expected to use specific text information to describe important story elements such as character, setting and plot events.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Ohio | Department of Education

Strand	Reading: Literature
Topic	*Craft and Structure*
Standards	**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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to ask and answer questions about unknown words in text, recognize common types of text, and with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Content Elaborations
Sensory language goes beyond the literal meaning of a word or phrase creating mental images when reading and supports understanding of figurative language.

A reader's ability to distinguish differences between fiction and nonfiction text helps the reader to use the appropriate strategies for reading the text and determining what is factual. Students should be exposed to a large variety of text types that are globally inclusive.

Being able to identify who is telling the story strengthens the reader's understanding of point of view and how that impacts the development of the story. The point of view determines through whose eyes the reader experiences the story.

Next Grade Level Progression Statement
In the next grade level, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use sensory language. Students determine the lesson or moral of a story, and begin to differentiate between various narrators in a text and when the narrator is and is not a character in the story.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Literature
Topic	*Integration of Knowledge and Ideas*
Standards	**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events. **RL.1.8** (Not applicable to literature) **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

Previous Grade Level Progression Statement
In the previous grade level students, with prompting and support, were expected to describe the relationship between illustrations and the story and compare and contrast the adventures and experiences of characters in familiar stories.

Content Elaborations
Readers have a greater understanding of story details when they use both the illustrations and the text to make meaning. Students can use details from the illustrations and texts to support their thinking.

Readers are learning to compare (identify similarities) and contrast (identify differences) the actions of the characters.

Next Grade Level Progression Statement
In the next grade level, students will be expected to use illustrations and words from various types of texts, including digital, to demonstrate understanding. In addition, students will be expected to compare and contrast two or more versions of the same story. Students will be expected to use illustrations to give them a greater understanding of what is being read. They will have more interactions with print, digital, and visual texts.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Literature
Topic	*Range of Reading and Level of Text Complexity*
Standard	**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to engage in-group reading activities with purpose and understanding. Students were expected to activate their prior knowledge and draw on their previous experiences, either personally or with other text, in order to make text-to-self or text-to-text connections and comparisons.

Content Elaborations
Students are supported when reading a variety of complex text appropriate for grade one. Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Using prior knowledge allows students to relate stories to their own experiences or knowledge (text-to-self), as well as other texts (text-to-text). By activating prior knowledge, students will be ready when encountering unfamiliar words.
In addition, reading a variety of complex authentic text will expand a student's language usage as well as comprehension.

Overview of Text Complexity

Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Next Grade Level Progression Statement
In the next grade level, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary content. Students will need to continue to activate prior knowledge and make connections while increasing text complexity.

Ohio | Department of Education

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	*Key Ideas and Details*

Standards	**RI.1.1** Ask and answer questions about key details in a text.
	
	 RI.1.2 Analyze informational text development.
	     a. Identify the main topic.
	     b. Retell key details of a text.
	
	 RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Previous Grade Level Progression Statement
In the previous grade level students, with prompting and support, were expected to ask and answer questions about key details; identify the main topic and retell key details; and describe connections between information in a text.

Content Elaborations
The teacher and students are both actively involved in text dependent questioning to deepen the understanding of a text. Students use textual evidence to respond to questions about texts.

Students work to understand the informational text by breaking down the text into key details and determining the main topic.

Students are able to show the connection (how related) between various types of information.

Next Grade Level Progression Statement
In the next grade level, students will be expected to ask and answer questions about a nonfiction text; identify the main topic and focus of each paragraph; and describe the connection between events and ideas within a single text.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Informational Text
Topic	*Craft and Structure*
Standards	**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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to ask and answer questions about unknown words with prompting and support in a text, identify front cover, back cover, and title page. In addition, students named the author and illustrator and was able to define the role of each.

Content Elaborations
Students encounter unfamiliar content specific vocabulary in informational texts. By asking and answering questions, students will build background knowledge which will provide a foundation for future content knowledge   and begin to self-monitor for meaning in reading. Students can then use this vocabulary in their class discussions.

Students will understand that nonfiction text features give pertinent information that supports the author's message. They are not to be skipped or ignored.

Students are able to determine where the information is located in the text.

Next Grade Level Progression Statement
In the next grade level, students will independently determine the meaning of unknown words as they read, will use informational text features to locate key information and increase understanding, and determine the author's purpose when reading nonfiction texts.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Informational Text
Topic	*Integration of Knowledge and Ideas*
Standards	**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).

Previous Grade Level Progression Statement
In the previous grade level students, with prompting and support, were expected to describe the relationship between illustrations and the text, identify the reasons an author gives support points, and identify basic similarities and differences between two texts on the same topic.

Content Elaborations
Readers have a greater understanding of content when they use both the illustrations and the text to make meaning. Students can use details from the illustrations and texts to support their thinking.

With explicit modeling and instruction, students should be able to independently identify reasons an author gives to support points in a text. This is a building block to using text-based evidence.

With explicit modeling and instruction readers are learning to compare (identify similarities) and contrast (identify differences) at a basic level between two texts on the same topic.

Next Grade Level Progression Statement
In the next grade level, students will be expected to explain how specific images, such as a diagram, contribute to and clarify information in a text. Students will describe how the reasons support the point an author makes. In addition, students will be expected to find the differences in the points on the same topic presented in two different texts.

Strand	Reading: Informational Text
Topic	*Range of Reading and Level of Text Complexity*
Standard	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to engage in-group reading activities with purpose and understanding.

Content Elaborations

Students are supported when reading a variety of complex informational text appropriate for grade one. Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Reading informational text helps students to build background knowledge and academic vocabulary. It gives them the opportunity to learn how to use the features of nonfiction to gather information. This helps students transition from learning to read to reading to learn.

Next Grade Level Progression Statement

In the next grade level, students will be asked to read, comprehend, and use ideas gathered from texts with more complex literary content. Students will need to continue to activate prior knowledge and make connections while increasing text complexity.

Overview of Text Complexity

→ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Qualitative — *Quantitative* — *Reader and Task*

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

READING FOUNDATIONAL STRAND

Strand	Reading: Foundational Skills
Topic	*Print Concepts*
Standard	**RF.1.1** Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Previous Grade Level Progression Statement
In the previous grade level, students were expected to understand the organization and basic features of print, including following words from left to right, top to bottom and page by page, recognizing that spoken words are represented in written language by specific sequences of letters, and words are separated by spaces in print. In addition, students were expected to recognize and name all upper and lowercase letters of the alphabet. Students understand print carries meaning.

Content Elaborations
The focus of Print Concepts is understanding that print features, structures and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing.

In first grade, this standard focuses on a student's ability to demonstrate understanding of print by recognizing the distinguishing features of a sentence in order to foster awareness necessary for both beginning reading and writing.

Next Grade Level Progression Statement
This standard does not continue into the next grade. However, print concepts, along with phonological awareness and phonics, make up the foundational skills necessary for proficient reading. Students that have not yet mastered this standard will continue to need instruction in this area.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Foundational Skills
Topic	*Phonological Awareness*

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

Previous Grade Level Progression Statement
In the previous grade level, students were expected to recognize and produce rhymes; count, pronounce, blend and segment syllables in spoken words; blend and segment ~~and~~ onset and rimes in single-syllable words; isolate and pronounce the phonemes in CVC words; and add or substitute individual phonemes in single-syllable words to make new words.

Content Elaborations
Phonological awareness is a broad term that includes the skills of identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.

Phonological awareness instruction should be explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (progressing from easier to more difficult tasks). In first grade, students should receive phonological awareness instruction for a brief time whole group each day and allow additional time for small group instruction for students who need further assistance.

Next Grade Level Progression Statement
This standard does not continue into the next grade. However, phonological awareness, and specifically phonemic awareness, is necessary for a student to obtain in order to learn to read. Students that have not yet mastered this standard will continue to need instruction in this area.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Foundational Skills
Topic	*Phonics and Word Recognition*

Standard	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	    a. Know the spelling-sound correspondences for common consonant digraphs.
	    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.
	    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.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to demonstrate basic knowledge of consonant grapheme-sound correspondence (know and apply letter sounds), associate common spellings for long and short vowel sounds, read common high frequency words by sight, and distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Content Elaborations

Systematic phonics instruction is a part of a balanced program of teaching reading. Phonics, along with other strategies, is used for word recognition. Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.

The most effective phonics instruction is explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (sound/spelling relationships are taught in a clearly defined, carefully selected, logical and cumulative instructional sequence).

Next Grade Level Progression Statement

In the next grade level, students are expected to know and apply grade-level phonics and word analysis; distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional vowel teams; decode two-syllable words with long vowels; decode words with common prefixes and suffixes, identify words with

Strand	Reading: Foundational Skills
Topic	*Phonics and Word Recognition*

inconsistent but common spelling-sound correspondences; and recognize and read grade-appropriate irregularly spelled words.

Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

Strand	Reading: Foundational Skills
Topic	*Fluency*

Standard	**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
	   a. Read grade-level text with purpose and understanding.
	   b. Read grade-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.

Previous Grade Band Progression Statement
In the previous grade level, students were expected to read emergent-reader texts with purpose and understanding.

Content Elaborations
The focus of Fluency is developing automaticity in word recognition, so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement
In the next grade level, students are expected to continue to utilize these skills with increasingly complex text.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

WRITING STRAND

Strand	Writing
Topic	*Text Types and Purposes*
Standards	**W.1.1** Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.2** Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.3** Write narratives to 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.

Previous Grade Level Progression Statement
In Kindergarten, students are expected to use a combination of drawing, dictating, and writing to compose opinion, informative/explanatory, and narrate a single event or several loosely linked events.

Content Elaborations
"Students need to develop a basic knowledge of the writing process and to know how to vary the process for different genres and purposes" (Fountas and Pinnell, 2017). Young writers need to build a writing identity by being taught how to be a writer. This identity is developed by learning the importance of audience, purpose, and being able to choose their own topics within these types of writing. Writing is taught as a stand-alone, but also needs to be integrated within all content areas. Writing and reading instruction and learning are reciprocal processes.

Opinion pieces in first grade include students writing independently, giving supporting reasons, and adding a sense of closure to their writing. Opinion pieces can overlap into informative/explanatory and narrative writing. Opinion writing is a precursor to argumentative writing that occurs in later grades.

Informative/explanatory writing is used to inform and sometimes persuade a reader on a topic. Facts on the topic are organized in a logical manner so it makes sense to the reader. A writer may work to get readers interested in a topic. This type of writing uses illustrations, text, and text features to guide and inform the reader. The writer provides some sense of closure for the reader.

Strand	Writing
Topic	***Text Types and Purposes***

Narrative writing in first grade is told like a story with a beginning, a sequential series of events, and an ending. An appropriate form of narrative for first grade is the personal narrative. Writers may tell stories from their own lives. Writers may include thoughts and feelings, dialogue, and descriptive details to make the story more interesting.

Next Grade Level Progression Statement
In 2nd grade, student broaden their experiences with opinion, explanatory and informational writing. They add more factual information and support that information with details from texts they have read. When writing narratives students are expected to become more proficient at organizing story events and providing details that show more about characters they include.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	*Production and Distribution of Writing*
Standards	**W.1.4** (Begins in grade 3) **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.

Previous Grade Level Progression Statement
In Kindergarten, students are introduced to the ideas of focusing on a single topic and revising their writing or drawings. Students collaborate to create written work that can be shared with a wider range of audiences both in and outside of the school setting.

Content Elaborations
First graders are being asked to revisit and revise their writing pieces. Peers and teachers are supporting the students through this part of the writing process. Students are not being asked to recopy a finished piece but revise as they are drafting to complete a piece of writing. This process is not linear, but recursive. Students are gaining understanding that a writer can change a text or drawing to make it clearer or more interesting to their audience.

Direct instruction in keyboarding skills begins in grade 1 in the technology standards and progresses each year to make students more comfortable using the hardware involved with using technology. The intention of this standard is not to encourage keyboarding instruction in a separate setting or context. Teachers should encourage keyboarding skills as students use digital tools for various purposes that fulfill relevant ELA standards. This standard provides the ideal opportunity for teachers to allow students to become familiar with the keys on a keyboard. Multiple opportunities like these will increase a student's "command of keyboarding skills."

Next Grade Level Progression Statement
In 2nd grade, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to further enhance their messages.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	*Research to Build Knowledge*
Standards	**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. **W.1.9** (Begins in grade 4) **W.1.10** (Begins in grade 3)

Previous Grade Level Progression Statement
In Kindergarten, students are introduced to research by exploring a number of books and gathering information from the resources.

Content Elaborations
Shared research and writing projects can be done with partners, in small groups, or whole class. Students can gather information from a variety of resources, including, but not limited to "just right" information books, read-alouds, magazines, photos, websites, and videos. This standard offers an opportunity to integrate topics from other subject areas, such as science, social studies, math, art, and music.

Students are supported by adults to recall information from experiences. The teacher serves as a facilitator. These experiences can happen in school or in the student's life outside of school. Students are supported to gather information to answer a question. These questions could be teacher or student generated. Sources could include experts on a topic, texts, videos, and websites. This standard offers an opportunity to integrate topics from other subject areas, such as science, social studies, math, art, and music. This standard also may offer an opportunity for a home-school connection.

Next Grade Level Progression Statement
In second grade, students participate in shared research and writing projects with waning adult support. Students recall or collect relevant information from provided sources.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Ohio | Department of Education

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	*Comprehension and Collaboration*

Standards	**SL.1.1** Participate in collaborative conversations about *grade 1 topics and texts* with diverse partners 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 in various media and other formats (e.g., orally).
	
	 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.

Previous Grade Level Progression Statement
In Kindergarten, students are expected to be able to have a collaborative conversation on Kindergarten topics and text. They are expected to follow agreed-upon rules for discussion and continue a conversation through multiple exchanges. Students have experience confirming understanding of a text read aloud presented in various media and formats by asking and answering questions. Students also are expected to seek help, get information, or clarify something that is not understood.

Content Elaborations
In First Grade, teachers are setting the stage for productive academic conversation and are building community by continuing their learning from Kindergarten about having conversations with academic topics outside of the home. Classes should establish agreed-upon procedures and routines for teacher-led and student-led discussions within a large group, small group, and with partners. These procedures and routines are modeled and practiced through explicit lessons in the beginning of the year, and revisited throughout the year. Common procedures establish order, consistency, and respect. By having the class help develop the procedures, students build a sense of ownership.

Students are able to ask and answer questions about texts read aloud, and from various media and other formats. Students should be introduced to a variety of 21st century digital tools that provide information.

Students able to ask and answer questions about what a speaker says. Students need to be engaged in active listening to comprehend the speaker. When students listen actively, they concentrate on what is being said and remember the information.

Next Grade Level Progression Statement
In second grade, students continue to build on the same skills using topics appropriate to that grade level. Additionally, students ask and answer questions that clarify information and deepen their understanding of the text, topic, or issue.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Speaking and Listening
Topic	*Presentation of Knowledge and Ideas*
Standards	**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.

Previous Grade Level Progression Statement
In Kindergarten, students are expected to describe familiar people, places, things and events, and provide additional details with support. Students can add drawings or other visual displays to descriptions, if desired, to provide additional details. Students need to be able to speak audibly and express thoughts, feelings, and ideas clearly.

Content Elaborations
Students are able to tell others about people, places, things, and events using closely connected details to describe their ideas and feelings. This is a precursor to storytelling or being able to retell and write a story with appropriate details.

Students will use drawings, graphics, photos, and other visual representations that clearly tell what thoughts, ideas, and feelings that they want to express to others. After students develop a story orally, they can use sketches to remember their ideas, and then go on to write the story. Images can help students to express themselves beyond the words they are able to write.

Students need to produce complete sentences when speaking because it is through the specifics that listeners come to know and understand the message.

Next Grade Level Progression Statement
In second grade, students are expected use oral language skills to tell stories or recount experiences. They are expected to use more detailed and descriptive language and communicate in complete thoughts. . Students are encouraged to use visual media (their own drawings, pictures they have found in magazines and/or digital images) to make their messages more understandable.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

LANGUAGE STRAND

Strand	Language
Topic	***Conventions of Standard English***

Standards	**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., *He hops; We hop*).
	    d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
	    e. 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*).
	    f. Use frequently occurring adjectives.
	    g. Use frequently occurring coordinating and subordinating conjunctions (e.g., *and, but, or, so, because*).
	    h. Use determiners (e.g., articles, demonstratives).
	    i. Use frequently occurring prepositions (e.g., *during, beyond, toward*)
	    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.
	    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.
	
	L.1.3 (Begins in grade 2)

Previous Grade Level Progression Statement
In Kindergarten, students are expected to print many upper- and lowercase letters, use frequently occurring nouns and verbs, form regular plural nouns orally, understand and use interrogatives (questions), use the most frequently occurring prepositions, and produce and expand complete sentences. Students are also expected to capitalize the first word in a sentence and the pronoun I, recognize and name end punctuation, write a letter or letters for most consonants and short-vowels (phonemes), and spell simple words phonetically.

Content Elaborations
Students are to be using these skills within their writing work and speaking. Oral language is still in the developmental stage in first grade, along with reading and writing. It is important that the teacher is intentionally plan how to integrate these skills within instruction, modeling how to use these grammar skills when writing and speaking and explicitly teaching the skills. Oral language, reading and writing are intertwined and work together to develop cognitive pathways for language development. According to Fountas and Pinnell, while you may occasionally teach a minilesson on some kind of usage that almost all students need to learn, isolated grammar lessons are probably the least effective way to expand your students' speech and writing. Students need to talk and write about *something*; hearing models of English read, reading closely, and talking and writing about reading are more meaningful and effective. Using models is also more likely to assure that students transfer the new learning about usage into their own talk and writing. Students then can understand the importance and purpose of using these skills within their own work.

Writers use punctuation to shape the way readers read their text. Knowing and observing the conventions of writing make it possible to communicate ideas clearly. Using conventions correctly makes writing more readable, sentences clear, and tone more precise. Conventional spelling is only required of first graders when spelling words with common patterns and high frequency words, like those found on word walls. According to a study on invented spelling (2017), when inventing a spelling, the child is engaged in mental reflection and practice with words, not just memorizing. This strategy strengthens neuronal pathways so as the reader/writer becomes more sophisticated with invented spelling, she or he is developing a repertoire of more and more correctly spelled words at the same time. The human brain generally gets better at whatever it practices—including invented spelling. Reflection about how to spell a word allows the child to *actively* practice making decisions, rather than *passively* memorizing. This active practice likely results in synaptic changes in the child's brain by strengthening neuronal pathways for long term-retention of spellings to be retrieved for reading and writing. The study found a direct line from invented spelling to leading to improved reading scores at the end of first grade.

Next Grade Level Progression Statement
In second grade, students begin to use more complex grammatical constructions which including irregular verbs and creation of more complex sentences. Students become more proficient with using punctuation to impact their written messages. They are expected to use commas correctly in sentences and develop an understanding of when and how to use apostrophes to form contractions and show possessives.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Ohio | Department of Education

Strand	Language
Topic	*Vocabulary Acquisition and Use*

Standards	**L.1.4** 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.
	    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., *look*) and their inflectional forms (e.g*., looks, looked, looking*).
	
	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 *duck* is a bird that swims; a *tiger* is a large cat with stripes).
	    c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
	    d. 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.
	
	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., *because*).

Previous Grade Level Progression Statement
In Kindergarten, students are expected to identify new meanings for familiar words and apply them accurately as well as use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. Students are also expected, with guidance and support from adults, to sort common objects into categories, demonstrate understanding of frequently occurring verbs and adjectives by relating to their antonyms, identify real-life connections between words and their use, and distinguish shades of meaning among verbs describing the same general action by acting out the meanings. Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Content Elaborations
According to Fountas and Pinnell, for comprehension and coherence, students need to know the meaning of words in the text they read and write. It is important for students to constantly expand their listening, speaking, reading, and writing vocabularies and to develop more complex understandings of words they already know, for example words may have multiple meanings. Students in first grade are developing strategies for determining the meaning of words in texts.

Strand	Language
Topic	*Vocabulary Acquisition and Use*

Expanding vocabulary means developing categories of words: labels, concept words, synonyms, antonyms, homonyms, and all parts of speech. Knowing more synonyms and antonyms will help students build more powerful systems for connecting and categorizing words.

Vocabulary knowledge helps students access background knowledge, express ideas, communicate effectively, and learn about new concepts. According to Diamond and Gutlohn, the scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development. Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students. Most important- reading comprehension is highly dependent on understanding the meaning of words.

Next Grade Level Progression Statement
In second grade, students are expected to use multiple strategies to determine the meaning of a word. They are expected to understand and use content specific words in conversations and in their writing. They are able to use synonyms when necessary to explain word meaning or to clarify a concept.

Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

English Language Arts Model Curriculum Update Writing Team

GRADE 1

Writing Team Member	*District/Organization*
Stacey Camp	Ohio Valley ESC
Kim Forbis	Elgin Local
Heidi Gant	Wooster City
Sue Grodek	Brooklyn City
Emily Hermann	Lakota Local
Shannon Langston	Milford Exempted Village
Kristen Senga	Educational Solutions Company
David Tucker	retired, adjunct instructor
Debra Yetts	Columbus City