

## Grade 1 English Language Arts Course of Study

### Highland Local Schools

#### Overview

In First Grade English Language Arts, instruction is guided by [Ohio's Learning Standards](#) to ensure a comprehensive and developmentally appropriate approach to reading, writing, speaking, and listening. Students build foundational literacy skills through systematic phonics and phonemic awareness instruction, develop fluency through regular reading practice, and deepen comprehension by engaging with a variety of literary and informational texts. Writing instruction focuses on composing opinion, narrative, and informative pieces using complete sentences and supporting details. Vocabulary and language development are embedded throughout daily lessons, with a strong emphasis on word meaning, usage, and context. Through interactive read-alouds, shared reading, and collaborative discussions, students become confident communicators and critical thinkers, prepared for continued academic success.

#### Phonemic Awareness, Phonics, and Fluency Instruction in First Grade

In First Grade English Language Arts, foundational reading skills are a key focus, aligning with Ohio's Learning Standards to support early literacy development. Instruction in phonemic awareness, phonics, and fluency is delivered through evidence-based practices, including the Orton-Gillingham approach provided by the Institute for Multisensory Education (IMSE) and the Heggerty Phonemic Awareness Curriculum. Teachers use a structured, multisensory scope and sequence to deliver explicit instruction that supports all learners, including those with reading difficulties such as dyslexia. Daily lessons incorporate auditory, visual, and kinesthetic strategies to build students' ability to decode and encode words accurately and automatically. As fluency grows, students read with increasing accuracy, expression, and comprehension, laying the foundation for continued reading success.

Phonemic Awareness/Phonics Focus	Red Words
Ss, ll, ff, zz ; compound words; closed/open syllables with vc/cv and v/cv; two-consonant beginning r blends; two-consonant beginning l blends; two-consonant beginning s blends; two-consonant beginning w blends; ending t blends; ending l blends; remaining ending blends and syllabication of 3 or more syllables; y as a vowel; -ng/-nk; -ck; -tch; -dge; magic E and vc/v; y as a vowel; soft c and g; -ed /id/, /d/, /t/; -s /s/ or /z/, -es /iz/; ea/ee; ai/ay; oa/oe; -ing; contractions with am, is, are, has, not	Were, does, some, good, there, done, her, here, under, down, onto, people, saw, both, should, could, would, over, love, live, out, day, too, eye, all, again, boy, girl, sign, your, which, look, also, use, today, yesterday, first, around, going, walk, say, their, how, once, another, pull, wash, every, everyone, know, knew, friend, been our, other

## Reading Vocabulary and Comprehension in First Grade

First grade students grow as readers by developing strong vocabulary and comprehension skills, both essential for literacy success and aligned to Ohio's Learning Standards. Teachers use carefully selected anchor texts to build students' content knowledge and provide a rich context for learning. Through engaging read-alouds and interactive discussions, students learn to identify key ideas, retell important events, and ask and answer questions about texts. Explicit instruction in vocabulary is provided daily to build background knowledge and deepen understanding. High-utility words are taught in meaningful contexts, with opportunities for students to practice using new vocabulary in speaking and writing. This intentional approach helps students make stronger connections to texts and develop confidence as independent, thoughtful readers. In first grade English Language Arts, reading vocabulary and comprehension are developed through intentional instruction aligned with Ohio's Learning Standards. Teachers use high-quality anchor texts and active read-aloud strategies to build listening comprehension, oral language, and vocabulary knowledge. Through repeated readings, purposeful questioning, and interactive discussions, students engage deeply with texts while learning to make predictions, identify key details, and understand story structure. Vocabulary instruction is embedded within each read-aloud, with explicit teaching of tiered words to support language acquisition and comprehension. This integrated approach fosters a strong foundation in literacy and prepares students for future reading success.

Unit	Anchor Text
Being a Good Friend	Invisible Boy by Trudy Ludwig
	Matthew and Tilly by Rebecca C. Jones
	Stand Tall, Molly Lou Melon by Patty Lovell
	Ruby the Copycat by Peggy Rathmann
	Enemy Pie by Derek Munson
	The Sandwich Swap by Queen Rania Al Abdullah and Kelly DiPucchio
	Jamaica and Brianna by Juanita Havill
	Big Al by Andrew Clements
Folktales Around the World	Anansi and the Talking Melon by Eric A. Kimmel
	Anansi and the Moss-Covered Rock by Eric A. Kimmel
	Anansi and the Magic Stick by Eric A. Kimmel
	Anansi Goes Fishing by Eric A. Kimmel
	The Lion and the Mouse by Bernadette Watts
	Borreguita and the Coyote by Verna Aardema

	The Paper Crane by Molly Bang
	Mama Panya's Pancakes by Mary and Rich Chamberlain
	The Empty Pot by Demi
	Juan Bobo Goes to Work: A Puerto Rican Folk Tale by Marisa Montes
Making Old Stories New	The Three Little Pigs by Paul Galdone
	The Three Little Tamales by Eric A Kimmel
	The Three Little Javelings by Susan Lowell
	The Three Ninja Pigs by Corey Rosen
	The Three Little Wolves and the Big Bad Pig by Eugene Tivizas
	The True Story of the 3 Little Pigs! By Jon Scieszka
	Little Red Riding Hood by Paul Galdone
	Lon Po Po, A Red-Riding Hood Story from China by Ed Young
	Little Roja Riding Hood by Susan Middleton Elya
	Ninja Red Riding Hood by Corey Rosen Schwartz
	Little Red Riding Hood by Jerry Pinkney
	What Really Happened to Little Red Riding Hood: The Wold's Story
	Wolves (NGR) by Laura Marsh
Seven Continents	Explore North America by Bobbie Kalman
	Redwoods by Jason Chin
	The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry
	Explore Africa by Bobbie Kalman
	Serengeti: Plains of Grass by Leslie Bullon
	Explore Antarctica by Bobbie Kalman
	Antarctica: A Continent of Wonder by Mario Cuesta Hernando
	Explore Australia and Oceania by Bobbie Kalman
	The Great Barrier Reef by Helen Scales

	Explore Europe by Bobbie Kalman
	Child of St Kilda by Beth Waters
	Explore Asia by Bobbie Kalman
	Everest by Sangma Francis
Amazing Animals	What Do You Do with a Tail Like This? By Steve Jenkins
	What Color is Camouflage? By Carolyn Otto
	Living Color by Steve Jenkins
	Sisters and Brothers: Sibling Relationships in the Animal World by Steve Jenkins and Robin Pages
	Lizards by Laura Marsh
	Frogs by Elizabeth Carney
	Red-Eyed Tree Frog by Joy Cowley

## District and State Reading Assessments

In Grade 1, students in the elementary English Language Arts program participate in district-wide benchmark testing using NWEA MAP Growth Reading (Ohio K-2). This assessment is administered multiple times throughout the year to measure each student's reading development and growth over time. The data collected helps teachers identify individual strengths and areas for improvement, allowing for targeted instruction and intervention. NWEA Growth Reading aligns with Ohio's Learning Standards and provides valuable insight into foundational skills such as phonological awareness, phonics, vocabulary, and reading comprehension. These results inform instructional decisions and support a personalized learning experience for each student. Other assessments may be given to provide insight into student needs.

## Curriculum Materials, Instructional Methods and Resources

Ohio's English Language Arts Standards- Grade 1  
 Institute for Multi-Sensory Education- Orton Gillingham  
 Heggerty Phonemic Awareness  
 Anchor Texts - guided by Fishtank Learning  
 Scholastic News  
 IXL Learning