

READING, ENGLISH, LANGUAGE ARTS

LENGTH OF TIME: Daily (2 Hours)

GRADE LEVEL: 1 (First Grade)

DESCRIPTION OF COURSE:

This course continues the development of the fundamental skills of listening, speaking, reading, and writing, integrated through the Essential Questions. Students will listen, read, and respond to a variety of texts generating visual, written, and oral responses. Students will expand their knowledge base and make meaningful connections with their lives. Students will be evaluated through their products, their performances, and their interpersonal communications.

ESSENTIAL QUESTIONS:

How do I use my working knowledge about concepts of print, alphabetic principle, and other basic conventions to grow into an effective reader?

How do I read, understand, and respond to informational text?

How do I read and respond to works of literature?

How do I write clear and focused text for different purposes?

How do I speak formally, listen critically, and verbally respond as an individual or in a group?

COURSE STANDARDS : PA Core Standards (Academic Standards for English Language Arts PreK -5)

<https://www.pdesas.org/Page?pagelId=11>

READING:

Standard 1.1: Foundational Skills

Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers

1.1.1.A Intentionally Blank

1.1.1.B Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify common consonant digraphs, final e, and common vowel teams.
- Decode one- and two-syllable words with common patterns.

- Read grade-level words with inflectional endings.
- Read grade-appropriate irregularly spelled words.
- 1.1.1.E Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self correct word recognition and understanding, rereading as necessary.

Standard 1.2: Reading Informational Text

Students will read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- 1.2.1.A Identify the main idea and retell key details of text.
- 1.2.1.B Ask and answer questions about key details in a text.
- 1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.2.1.D Intentionally Blank
- 1.2.1.E Use various text features and search tools to locate key facts or information in a text.
- 1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.2.1.G Use the illustrations and details in a text to describe its key ideas.
- 1.2.1.H Identify the reasons an author gives to support points in a text.
- 1.2.1.I Identify basic similarities in and differences between two texts on the same topic.
- 1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- 1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- 1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Standard 1.3: Reading Literature

Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- 1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3.1.B Ask and answer questions about key details in a text.
- 1.3.1.C Describe characters, settings, and major events in a story, using key details.
- 1.3.1.D Identify who is telling the story at various points in a text.
- 1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on

a wide reading or range of text types.

13.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.3.1.G Use illustrations and details in a story to describe characters, settings, or events.

1.3.1.H Compare and contrast the adventures and experiences of characters in stories.

1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.

CURRICULUM PROGRAMS/TOOLS:

1. Benchmark Literacy Reading Series

2. Leveled Trade Books

3. Foundations

INSTRUCTIONAL SUPPORTS/PRACTICES:

- Model book handling and identifying concepts of print
- Provide opportunities to identify initial, medial, and final phonemes within single-syllable words
- Provide opportunities for learners to blend and segment phonemes
- Offer direct, explicit, and systematic (sequential) phonics instruction
- Use of word wall for instruction and practice of new words
- Provide oral support for readers by activities such as shared reading or paired reading
- Use trade books that are read aloud to children as a source for identifying interesting words and developing conceptual understanding
- Teach comprehension and metacognitive strategies
- Assist students in connecting new vocabulary to prior knowledge
- Model the distinction between essential and nonessential information
- Model use of graphic organizers
- Assist students in using prior knowledge to predict and justify what will happen next in a story
- Lead students to draw connections between illustrations and the written text
- Read aloud and expose students to a variety of different genres
- Teach close-reading strategies to further comprehension of text

ENGLISH / WRITING:

Standard 1.4: Writing

Students will write for different purpose and audience. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.

1.4.1.B Identify and write about one specific topic.

- 1.4.1.C Develop the topic with two or more facts.
- 1.4.1.D Group information and provide some sense of closure.
- 1.4.1.E Choose words and phrases for effect.
- 1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize dates and names of people.
 - Use end punctuation; use commas in dates and words in a series.
 - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- 1.4.1.G Write opinion pieces on familiar topics
- 1.4.1.H Form an opinion by choosing among given topics.
- 1.4.1.I Support the opinion with reasons related to the opinion.
- 1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.
- 1.4.1.K Use a variety of words and phrases.
- 1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize dates and names of people.
 - Use end punctuation; use commas in dates and words in a series.
 - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- 1.4.1.M Write narratives to develop real or imagined experiences and events.
- 1.4.1.N Establish who and what narrative will be about.
- 1.4.1.O Include thoughts and feelings to describe experiences and events.
- 1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
- 1.4.1.Q Use a variety of words and phrases.
- 1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize dates and names of people.
 - Use end of punctuation; use commas in dates and words in series.
 - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- 1.4.1.S Intentionally Blank
- 1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- 1.4.1.V Participate in individual or shared research and writing projects.
- 1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CURRICULUM PROGRAMS/TOOLS:

1. Units of Study Writing Program
2. Foundations
3. Benchmark Writer's Workshop Language Mini-Lessons

INSTRUCTIONAL SUPPORTS/PRACTICES:

- Implement writing workshop
- Small group and/or individual conferencing
- Student goal setting
- Writing rubrics
- Word Walls
- Teach pre-writing strategies
- Integration of spelling strategies
- Integration of mentor texts
- Modeling of craft moves within writing
- Implementation of writers' shares
- Implementation of writing mantras
- Offer resources for students to use in collecting information
- Provide opportunity for students to engage in shared, interactive, and independent writing
- Model appropriate spacing between letters, words, sentences, and paragraphs

Standard 1.5: Speaking and Listening

Students will present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions.

1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.

1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5.1.E Produce complete sentences when appropriate to task and situation.

1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level content.

CURRICULUM PROGRAMS/TOOLS:

Integrate using a cross-curricular approach

INSTRUCTIONAL SUPPORTS/PRACTICES:

- Model appropriate speaking and listening behaviors
- Provide opportunities for students to demonstrate appropriate public speaking

PERFORMANCE ASSESSMENTS:

1. Class Participation
 2. Oral Presentation
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TITLES OF UNITS:

READING:

1. Ask Questions/Identify Main Idea and Supporting Details-Marking Period 1
2. Visualize/Analyze Character-Marking Period 1
3. Determine Text Importance/Identify Sequence of Events-Marking Period 2
4. Summarize and Synthesize/Analyze Story Elements-Marking Period 2
5. Make Connections/Make Inferences-Marking Period 3
6. Fix-Up Monitoring/Summarize Information-Marking Period 3
7. Make Inferences/Make Predictions-Marking Period 3
8. Determine Text Importance/Compare and Contrast-Marking Period 4
9. Make Connections/Identify Cause and Effect-Marking Period 4
10. Make Inferences/Draw Conclusions-Marking Period 4

WRITING:

1. Small Moments – Narrative Marking Period 1
2. Writing Reviews – Opinion Marking Period 2
3. Nonfiction Chapter Books - Information Marking Period 3
4. From Scenes to Series - Narrative Marking Period 4

SAMPLE INSTRUCTIONAL STRATEGIES:

- Reader's and Writer's Workshop
- Direct instruction in large & small group settings
- Differentiated Instruction
- Teacher modeling
- Shared, Guided, and Independent Reading

- Strategy-based instruction
- Reflection & Response Comprehension Activities
- Word Study Activities
- Shared/Interactive & Independent Writing

MATERIALS:

1. Benchmark Literacy Reading Series
2. Mentor Texts and Leveled Trade Books
3. Units of Study Writing Program
4. Benchmark Writer's Workshop Language Mini-lessons

METHODS OF INTERVENTION AND ENRICHMENT:

1. Small Group Differentiated Instruction
2. Student Services Team (SST)
3. Title I Reading Support
4. PAL (Gifted Support)
5. Zaner-Bloser Handwriting Workbook

METHODS OF EVALUATION (REQUIRED DISTRICT ASSESSMENTS)

1. Benchmark Literacy Unit Assessments (Units 1-9)
2. Benchmark Literacy Comprehension Assessments (Units 1-9)
3. Developmental Reading Assessment (DRA2) Fall & Spring
4. Dibels Next/CBA
5. Palisades Beginning of the Year Writing Assessment
6. Palisades Quarterly Writing Assessment
7. Measures of Academic Performance (MAP) – Fall, Winter, & Spring
8. Palisades Early Literacy Assessment
9. Foundations Quarterly Assessments
10. Instant Sight Word Assessments