

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Language Arts 1

Course Number: _____

Suggested Educational Level(s): First grade

Suggested Periods Per Week: 5 **Length of Period:** _____

Suggested Length Of Course: 180

Units Of Credit (If Appropriate): _____

Date Written: Fall 2005 **Date Approved:** December 5, 2005

Date Reviewed: Fall 2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Elementary Education

Standards Addressed (code):	1.1.1	1.5.1
	1.2.1	1.6.1
	1.3.1	1.7.1
	1.4.1	1.8.1

Relationship to Other Planned Instruction:

1. The Language Arts curriculum is an interrelated series of skills and competencies.
2. The hierarchy of skills in first grade Language Arts curriculum spirals with an interdisciplinary approach.
3. Planned instructions in grades 1, 2, and 3 prepare students for the Grade 3 PSSA

Special Requirements: Modifications for students with special needs.

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Textbook Adoption: *Open Court Reading Level 1* (copyright 2000)

Supplemental: "Words I Use When I Write" (2005-2006)

Standards addressed:

1.1.1	Learning to Read Independently	
1.2.1	Reading Critically in All Content Areas	
1.3.1	Reading, Analyzing and Interpreting Literature	
1.4.1	Types of Writing	
1.5.1	Quality of Writing	
1.6.1	Speaking and Listening	
1.7.1	Characteristics and Function of the English Language	
1.8.1	Research	

**Outline of Content Sequence and Recommended Time
and Specific Educational Objectives to be Taught:**

TO BE TAUGHT FIRST SEMESTER

I. Learning to read independently (1.1.1)

A. Demonstrate fluency and comprehension in reading

- Read familiar materials aloud with accuracy

II. Reading, analyzing, and interpreting literature (1.3.1)

A. Identify the structures in poetry through oral discussion

- Pattern books
- Predictable books
- Nursery rhymes

III. Speaking and Listening (1.6.1)

A. Participate in small and large group discussions and presentations

- Demonstrate knowledge of name, day, address, telephone number, and birthday

TO BE TAUGHT SECOND SEMESTER

I. Learning to read independently (1.1.1)

A. Read text using self-monitoring comprehension strategies

- Predicting
- Rereading

B. Acquire a reading vocabulary by identifying and correctly using sight vocabulary, antonyms, synonyms, categories of words, nouns, and verbs

- Use a picture dictionary when appropriate

C. Understand the meaning of new vocabulary learned in various subject areas

D. After reading, demonstrate understanding of both fiction and nonfiction text

- Retell text and summarize major ideas
- Relate new information to personal experience
- Clarify ideas and understandings through rereading and discussion

- E. Demonstrate fluency and comprehension in reading
 - Use appropriate rhythm flow, meter, and pronunciation through practiced text
 - Read variety of genre and types of text
 - Demonstrate comprehension through illustration and answering questions
- II. Reading critically in all content areas (1.2.1) (Recommend 25 books per year)
 - A. Distinguish the essential information in content areas
 - B. Make predictions
- III. Reading, analyzing, and interpreting literature (1.3.1)
 - A. Listen, read, and respond to nonfiction and fiction including poetry and drama
- IV. Quality of writing (1.5.1)
 - A. Write using content appropriate to a topic
 - Can brainstorm and gather information
 - Can write several sentences that relate to a central idea
 - B. Use a group story to model revision and logical order skills
- V. Speaking and listening (1.6.1)
- VI. Characteristics and function of the English language (1.7.1)
 - A. Recognize variations in the dialogue of characters
- VII. Research (1.8.1)
 - A. Discuss how to learn about topics for research
 - B. Develop an awareness of appropriate sources in which to locate information

TO BE TAUGHT ALL YEAR

- I. Learning to read independently (1.1.1)
 - A. Before reading, identify the purposes of text through discussion
 - B. Preview the text formats: titles and authors
 - Introduce illustrators and table of contents
 - C. During reading, use knowledge of picture clues, decoding skills, and phonics to understand new words
- II. Reading critically in all content areas (1.2.1)
 - A. Listen to and discuss content of informational texts
 - Identify real and make-believe

B. Use a variety of media to facilitate learning

- Computer
- Tape recorder
- Television
- Videos

C. Verbalize and identify various forms of genre

- Real
- Make-believe
- Poetry

III. Reading, analyzing, and interpreting literature (1.3.1)

A. Read and understand works of literature

B. Identify literary elements in stories describing characters, setting, and plot through illustration and oral interpretation

C. Identify orally the literary devices in stories

- Rhyme
- Rhythm
- Personification (through group discussion)
- Onomatopoeia

C. Identify the structures in drama through oral interaction

- Dialogue
- Story enactment

IV. Types of writing (1.4.1)

A. Write narrative pieces (simple stories) and group stories

- Include some supporting details
- Use some illustrations in the group stories

B. Write informational pieces

- Draw to convey information
- Include simple sentences to support the informational mode

V. Quality of writing (1.5.1)

- A. Use appropriate vocabulary relevant to a given topic
- B. Show an understanding of organization
 - Organize information sequentially: first, second, third
 - Can express written text to show beginning, middle, and end
- C. Express a complete thought using a subject and verb
- D. Edit writing using simple pieces to correct
 - Spelling
 - Capital letters
 - Punctuation
 - Complete sentences
- E. Present written work when appropriate
 - Illustrations

VI. Speaking and listening (1.6.1)

- A. Listen to others
 - Demonstrate listening skills
 - Use eye contact
 - Use appropriate interaction with speaker
 - Distinguish real versus fantasy
 - **CAN DIFFERENTIATE BETWEEN SENTENCES AND QUESTIONS**
- B. Listen to a selection of literature
 - Relate to personal experience
 - Predict what will happen next
 - Tell beginning, middle, and end
 - Recognize characters
 - Identify and define new words and concepts
- C. Speak using skills appropriate to formal speech situations
 - Use appropriate volume
 - Use eye contact
 - Use complete sentences
 - Demonstrate awareness of audience

D. Contribute to discussions

- Ask relevant questions
- Respond with appropriate information to questions asked
- Listen to and acknowledge the contributions of others
- Display appropriate behavior (taking turns)
- Express personal needs, ideas, feelings, or points of view

E. Participate in small and large group discussions and presentations

- Participate in everyday conversation
- Give oral readings
- Deliver short reports (e.g., show-and-tell, field trip summary)
- Give simple directions and explanations
- Report an emergency

F. Use media for learning purposes

- Recognize radio, television, film, and the Internet as part of everyday life
- Recognize advertisement
- Design an advertisement

VII. Characteristics and function of the English language (1.7.1)

A. Recognize that there are other languages

VIII. Research (1.8.1)

A. Organize and present the main ideas from research

- Draw and sequence pictures
- Summarize orally

Summative Assessments: to be developed by teachers based on Pennsylvania Academic Standards

Language Arts Department Philosophy for
Kindergarten Through Fifth Grade

1. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
2. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed throughout the grades.
3. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
4. Skills will be integrated not only across the curriculum but also within the course content.
5. Skills should be practical to the demands of everyday communication.

SUMMER READING

Summer reading will be required in order to nurture reading skills and to promote lifelong readers. Students must read 8 books over the summer. A suggested list of books will be provided for parents and guardians.