

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts Grade 1

Course Number: 08103

Course Prerequisites: None

Course Description:

Our goal is to enable our students to develop and utilize the processes of effective oral and written communication by emphasizing phonemic awareness, phonics, fluency, comprehension, and vocabulary to read and write for a variety of purposes; to follow directions; to develop a lifelong appreciation of literature and the literacy necessary for success. The First Grade Language Arts Planned Instruction is designed around the Pennsylvania CORE English Language Arts Standards.

Suggested Grade Level: First Grade

Length of Course: One Semester X Two Semesters Other (Describe)

Units of Credit: None (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):
CSPG 69 PK-4/Elementary K-6

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: February 2015

Date Approved: _____

Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

| Language Arts Skills and Concepts | PA Common Core Standards and Eligible Content |
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| <i>1.1 Foundational Skills</i> | |
| Print Concepts | |
| Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none">Recognize the distinguishing features of a sentence. | CC.1.1.1.B |
| Phonological Awareness | |
| Demonstrate understanding of spoken words, syllables, and sounds.(phonemes) <ul style="list-style-type: none">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 in spoken single-syllable words.Add or substitute individual sounds in one syllable words to make new words. | CC.1.1.1.C |
| Phonics and Word Recognition | |
| Know and apply grade level phonics and word analysis, skills in decoding words. <ul style="list-style-type: none">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. | CC.1.1.1.D |
| Fluency | |
| Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none">Read on-level text with purpose and understanding. | CC.1.1.1.E |

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| <ul style="list-style-type: none"> • 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. | |
| 1.2 Reading Informational Text | |
| Key Ideas and Details – Main Idea | |
| Identify the main idea and retell key details of text. | CC.1.2.1.A |
| Key Ideas and Details – Text Analysis | |
| Ask and answer questions about key details in a text. | CC.1.2.1.B |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | CC.1.2.1.C |
| Craft and Structure – Text Structure | |
| Use various text features and search tools to locate key facts or information in a text. | CC.1.2.1.E |
| Craft and Structure - Vocabulary | |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | CC.1.2.1.F |
| Integration and Knowledge of Ideas – Diverse Media | |
| Use the illustrations and details in a text to describe its key ideas. | CC.1.2.1.G |
| Integrations of Knowledge and Ideas – Evaluating Arguments | |
| Identify the reasons an author gives to support points in a text. | CC.1.2.1.H |
| Integration of Knowledge and Ideas – Analysis Across Texts | |
| Identify basic similarities in and differences between two texts on the same topic. | CC.1.2.1.I |
| Vocabulary Acquisition and Use | |
| 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. | CC.1.2.1.J |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. | CC.1.2.1.K |
| Range of Reading | |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.1.L |
| 1.3 Reading Literature | |
| Key Ideas and Details – Theme | |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. | CC.1.3.1.A |
| Key Ideas and Details – Text Analysis | |

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| Ask and answer questions about key details in a text. | CC.1.3.1.B |
| Key Ideas and Details – Literary Elements | |
| Describe characters, settings, and major events in a story, using key details. | CC.1.3.1.C |
| Craft and Structure – Point of View | |
| Identify who is telling the story at various points in a text. | CC.1.3.1.D |
| Craft and Structure – Text Structure | |
| Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. | CC.1.3.1.E |
| Craft and Structure - Vocabulary | |
| Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | CC.1.3.1.F |
| Integrations of Knowledge and Ideas – Sources of Information | |
| Use illustrations and details in a story to describe characters, setting, or events. | CC.1.3.1.G |
| Integration of Knowledge and Ideas – Text Analysis | |
| Compare and contrast the adventures and experiences of characters in stories. | CC.1.3.1.H |
| Vocabulary Acquisition and Use | |
| (Strategies) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. 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. | CC.1.3.1.I CC.1.3.1.J |
| Range of Reading | |
| Read and comprehend literature on grade level, reading independently and proficiently. | CC.1.3.1.K |
| 1.4 Writing | |
| Text Types and Purposes - Informational/Explanatory | |
| Write informative/explanatory texts to examine a topic and convey ideas and information. | CC.1.4.1.A |
| Focus – Identify and write about one specific topic. Content – Develop the topic with two or more facts. Organization – Group information and provide some sense of closure. Style - Choose words and phrases for effect. | CC.1.4.1.B CC.1.4.1.C CC.1.4.1.D CC.1.4.1.E |
| Text Types and Purposes – Opinion/Argumentative | |
| Write opinion pieces on familiar topics. | CC.1.4.1.G |

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| <p>Focus – Form an opinion by choosing among given topics.</p> <p>Content – Support the opinion with reasons related to the opinion.</p> <p>Organization – Create an organizational structure that includes reasons and provides some sense of closure.</p> | <p>CC.1.4.1.H CC.1.4.1.I CC.1.4.1.J</p> |
| Text Types and Purposes – Narrative | |
| Write narratives to develop real or imagined experiences or event. | CC.1.4.1.M |
| <p>Focus – Establish who and what a narrative will be about.</p> <p>Content – Include thoughts and feelings to describe experiences and event.</p> <p>Organization – Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p>Style - Use a variety of words and phrases.</p> | <p>CC.1.4.1.N CC.1.4.1.O CC.1.4.1.P CC.1.4.1.Q</p> |
| The Writing Process, Technology and Publication, and Conducting Research | |
| <p>Writing Process – 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.</p> <p>Technology and Publication – With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>Conducting Research – Participate in individual or shared research and writing projects.</p> <p>Credibility, Reliability, and Validity of Sources - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>CC.1.4.1.T CC.1.4.1.U CC.1.4.1.V CC.1.4.1.W</p> |
| Range of Writing | |
| 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. | CC.1.4.1.X |
| Conventions of Standard English | |
| <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas and dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. | <p>CC.1.4.1.F CC.1.4.1.L CC.1.4.1.R</p> |
| 1.5 Speaking and Listening | |
| Comprehension and Collaboration: Collaborative Discussion – Participate in collaborative conversations with peers and adults in small | CC.1.5.1.A |

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| and larger groups. | |
| Comprehension and Collaboration: Critical Listening – 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. | CC.1.5.1.B |
| Comprehension and Collaboration: Evaluating Information – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | CC.1.5.1.C |
| Presentation of Knowledge and Ideas: Purpose, Audience, and Task – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | CC.1.5.1.D |
| Presentation of Knowledge and Ideas: Context – Speak audibly and express thoughts, feelings, and ideas clearly. | CC.1.5.1.E |
| Integration of Knowledge and Ideas: Multimedia - Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. | CC.1.5.1.F |
| Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking, based on grade one level and content. | CC.1.5.1.G |

For essential questions and content, See Curriculum Map - Language Arts Grade 1

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe): Not Applicable

WRITING TEAM: Warren County School District First Grade Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes X No
2. Does this course issue a mark/grade for the report card?
 X Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes X No
4. Is the course mark/grade part of the GPA calculation?
 _____ Yes X No
5. Is the course eligible for Honor Roll calculation? _____ Yes X No
6. What is the academic weight of the course?
 X No weight/Non credit _____ Standard weight
 _____ Enhanced weight (Describe)