



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: English Language Arts	Length of Course: Full Year
Grade Level(s): 1	Periods Per Cycle: 6
Units of Credit: N/A	Length of Period: 2 Hours
Classification: Required	Total Instructional Time: 360 Hours

Course Description

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Writing	Research
Class Discussions	Paper and Pencil Activities	Small Group Interventions
Closure	Posted Objectives	Teacher Demonstrations
Critical Thinking	Practice Exercises	Teacher-Made Tests
Graphic Organizers	Presentations	Technology Integration
Guided Reading	Question-Answer Relationships	DVDs
Higher Level Questioning	Quizzes	Wait-Time
Homework	Notice and Note	Wait-Time Extended
Interaction Sequence		

Assessments

District Benchmark Tests	Reports	Acadience
Homework	Teacher Observations	BAS (Benchmark Assessment System)
Projects	Teacher-Made Tests and Quizzes	CORE

Materials/Resources

4 Square Writing
Foundations
Heggerty
lpads (one to one)

Leveled Readers
Mentor Texts
Online Texts
Resource Books
SAS (Standards Aligned System)

SeeSaw
Supplemental Readings
Trade Books, Picture Books, Big Books
Videos

Adopted: 1/27/88

Revised: 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13, 5/22/23

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Print Concepts	CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence.
Phonological Awareness	CC.1.1.1.C - 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 (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
Phonics and Word Recognition	CC.1.1.1.D - 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.
Fluency	CC.1.1.1.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • 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.

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.1.A - Identify the main idea and retell key details of text.
Key Ideas and Details – Text Analysis	CC.1.2.1.B - Ask and answer questions about key details in a text.
	CC.1.2.1.C - Describe the connection between two individual, events, ideas, or pieces of information in a text.
Craft and Structure – Text Structure	CC.1.2.1.E - Use various text features and search tools to locate key facts or information in a text.
Craft and Structure – Vocabulary	CC.1.2.1.F - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	CC.1.2.1.G - Use the illustrations and details in a text to describe its key ideas.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.1.H - Identify the reasons an author gives to support points in a text.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.1.I - Identify basic similarities in and differences between two texts on the same topic.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.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.
Vocabulary Acquisition and Use	CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.
Vocabulary Acquisition and Use	CC.1.2.1.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
Range of Reading	

1.3 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Key Ideas and Details – Text Analysis	CC.1.3.1.B - Ask and answer questions about key details in a text.
Key Ideas and Details – Literary Elements	CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.
Craft and Structure – Point of View	CC.1.3.1.D - Identify who is telling the story at various points in a text.
Craft and Structure – Text Structure	CC.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.
Craft and Structure – Vocabulary	CC.1.3.1.F - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.1.H - Compare and contrast the adventures and experiences of characters in stories.
Vocabulary Acquisition and Use – Strategies	CC.1.3.1.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.
Vocabulary Acquisition and Use	CC.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.
Range of Reading	CC.1.3.1.K - Read and comprehend literature on grade level, reading independently and proficiently.

1.4 Writing	
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.1.A - Write informative/ explanatory texts to examine a topic and convey ideas and information.
Informative/Explanatory Focus	CC.1.4.1.B Identify and write about one specific topic.
Informative/Explanatory Content	CC.1.4.1.C - Develop the topic with two or more facts.
Informative/Explanatory Organization	CC.1.4.1.D - Group information and provide some sense of closure.
Informative/Explanatory Style	CC.1.4.1.E - Choose words and phrases for effect.
Informative/Explanatory Conventions of Language	CC.1.4.1.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
Opinion/Argumentative	CC.1.4.1.G - Write opinion pieces on familiar topics.
Opinion/Argumentative Focus	CC.1.4.1.H - Form an opinion by choosing among given topics.
Opinion/Argumentative Content	CC.1.4.1.I - Support the opinion with reasons related to the opinion.
Opinion/Argumentative Organization	CC.1.4.1.J - Create an organizational structure that includes reasons and provides some sense of closure.
Opinion/Argumentative Style	CC.1.4.1.K - Use a variety of words and phrases.
Opinion/Argumentative Conventions of Language	CC.1.4.1.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4 Writing	
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Narrative	CC.1.4.1.M - Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.1.N - Establish “who” and “what” the narrative will be about.
Narrative Content	CC.1.4.1.O - Include thoughts and feelings to describe experiences and events.
Narrative Organization	CC.1.4.1.P - Recount two or more appropriately sequence events using temporal words to signal event order and provide some sense of closure.
Narrative Style	CC.1.4.1.Q - Use a variety of words and phrases.
Narrative Conventions of Language	CC.1.4.1.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
Production and Distribution of Writing / Writing Process	CC.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.
Technology and Publication	CC.1.4.1.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
Conducting Research	CC.1.4.1.V - Participate in individual or shared research and writing projects.
Credibility, Reliability, and Validity of Sources	CC.1.4.1.W - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
Range of Writing	CC.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.

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.1.A - Participate in collaborative conversations with peers and adults in small and large groups.
Comprehension and Collaboration / Critical Listening	CC.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.
Comprehension and Collaboration / Evaluating Information	CC.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.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.1.D - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Presentation of Knowledge and Ideas / Context	CC.1.5.1.E - Produce complete sentences when appropriate to task and situation.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.1.F - Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
Conventions of Standard English	CC.1.5.1.G - Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.