

Wallenpaupack Area School District Planned Course Curriculum Guide

English/Language Arts

Grade 1 ELA

Course Description:

Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the priority skills taught in Grade 1. Non-fiction texts are included in order to prepare students for real world literacy. Writing to text, speaking, and listening are core components of the program.

Revision Date:

August 2021

Wallenpaupack Area School District Curriculum	
COURSE: Grade 1 ELA	GRADE: One
UNIT 1: Literacy Lab	TIME FRAME: Six Weeks

PA CORE STANDARDS:

- Actively engage in group reading activities. (R.10)
- Read with sufficient accuracy and fluency to support comprehension. (RF.1.4)
- Ask and answer questions about key details in a text. (RL/I.1.1)
Ask and answer questions to help determine or clarify the meaning of words and phrases; identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RI/L.1.4)
- Use and distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6, RL/I.1.7)
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5)
- Participate in shared research and writing projects. (W.1.7)
- Identify who is telling the story. (RL.1.6)
- Describe characters, settings, and major events in a story. (RL.1.3)
- Participate in shared research and writing projects. (W.1.7)
- Retell stories, including central messages or morals, using key details. (RL.1.2)
- Participate in shared research and writing projects. (W.1.7)
- Compare and contrast multiple texts about the same topic or character. (RL/I.1.9)

UNIT OBJECTIVES (SWBATS):

- Actively engage in at least 25 group Read-Alouds, including stories, poetry, biographies, and informational texts on a variety of topics.
- Ask and answer questions about key details in a text and to help clarify the meaning of words and phrases.
- Explain major differences between books that tell stories and book that give information, drawing on a wide reading of a range of text types.
- Identify who is telling a story.
- Describe characters, settings, and major events in a story.
- Participate in shared research and writing projects.
- Retell stories, including themes or morals, using key details.
- Compare and contrast texts.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading

- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Cause/effect
- Character
- Characterization
- Fantasy story
- Main idea,
- Author's Purpose
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- IRLA
- Developmental Writing Scale

EVIDENCE OF MASTERY/Cut Score:

- Progressing towards DIBELS mid-year goal composite score of 130 (23 WCM)
- Data reported in School Pace

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers
- Journal writing
- IRLA Conferences
- Accommodations based on student's IEP/504

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- School Pace
- ARC Resource labs

Wallenpaupack Area School District Curriculum	
COURSE: Grade 1 ELA	GRADE: One
UNIT 2: Wild and Endangered Animals/ Informational Writing	TIME FRAME: Nine Weeks

PA CORE STANDARDS:

- Common Core Standard W.7 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Common Core Standard W.2 Write informative/explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Common Core Standard R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.1.2: Identify the main topic and retell key details of a text.
- RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Common Core Standard W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying an innovative approach.
- Common Core Standard R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- RI.2.7: Explain how specific images contribute to and clarify a text.
- Common Core Standard L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Common Core Standard L.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Common Core Standard R.5 Integrate and evaluate the content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.1.5: Know and use various text features to locate key facts or information in a text.
- Common Core Standard R.4 Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Common Core Standard L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
- Common Core Standard SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Common Core Standard SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Common Core Standard SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Common Core Standard SL.4 present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Common Core Standard SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Common Core Standard SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

UNIT OBJECTIVES (SWBATS):

- Phonological/Phonemic Awareness: onset-rime, initial blend phoneme deletion and substitution, final phoneme deletion, substitution, medial vowel substitution, deletion, and substitution of second phoneme in initial blend, final phoneme substitution
- Phonics: Use word families to decode one-syllable words
- Word study: Use grapheme-phoneme/onset and rime analysis to read and spell 40 word families.
- Read with sufficient accuracy and fluency to support comprehension.
- Identify main ideas of a text.
- Use text features to find information in a text.
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INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Author's Purpose
- Cause/effect
- Character
- Characterization
- Fantasy story
- Main idea
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- IRLA
- Developmental Writing Scale

EVIDENCE OF MASTERY/Cut Score:

- Progressing towards DIBELS mid-year goal composite score of 130 (23 WCM)

- Data recorded in SchoolPace

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers
- Journal writing
- Accommodations based on student's IEP/504
- IRLA conferences

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- SchoolPace
- ARC Bookshelf
- PebbleGo

Wallenpaupack Area School District Curriculum	
COURSE: Grade 1 ELA	GRADE: One
UNIT 3: Family Stories and Genre Study	TIME FRAME: Nine Weeks
PA CORE STANDARDS: • Describing Story Elements: Characters (RL.3/9) • Describing Story Elements: Plot/setting Events (RL.3/9) • Retelling a Story (RL.2/3) • Central Message/Lesson (R.2) • Cultural Basis of Texts in the Genre (R.5/9) • Using Story Elements to Determine a Central Message/Lesson (R.2/3) • Comparing & Contrasting Characters (R.2/3/9)	
UNIT OBJECTIVES (SWBATS): Phonological/Phonemic Awareness: syllable deletion in compound words and two-syllable words, Phoneme substitution and deletion in two-syllable words, phoneme manipulation in multisyllabic words Phonics: Decode compound words, inflectional endings (-ing, -y, -ed, -er, -est, -s, -es) Word Study: Read and spell regularly spelled two-syllable words	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Direct instruction • Guided reading • Shared reading • Modeling • Chunking • Reviewing • Re-teaching • Questioning • Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)	
ANCHOR VOCABULARY: •	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • DIBELS • IRLA • Developmental Writing Scale • Writing rubrics	
EVIDENCE OF MASTERY/Cut Score: • Progressing towards DIBELS mid-year goal composite score of 130 (23 WCM) • Data recorded in SchoolPace	

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers
- Journal writing
- Accommodations based on student's IEP/504
- IRLA conferences

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- SchoolPace
- ARC research labs

Wallenpaupack Area School District Curriculum**COURSE: Grade 1 ELA****GRADE: One****UNIT 4: Plants / Opinion Writing****TIME FRAME: Nine Weeks****PA CORE STANDARDS:****INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

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ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- IRLA
- Developmental Writing Scale

EVIDENCE OF MASTERY/Cut Score:

- Progressing towards DIBELS mid-year goal composite score of 130 (23 WCM)
- Data recorded in SchoolPace

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Leveled Readers
- Journal writing
- Accommodations based on student's IEP/504
- IRLA conferences