

# YORK PUBLIC SCHOOLS

## Grade 1 Language Arts

Revised June 2010

General Course Description:

STRAND	CURRICULAR INDICATORS (What it looks like in the classroom)	DATES TAUGHT	DATE(S) ASSESSED	ASSESSMENT	RESOURCES Materials	LEARNING ACTIVITIES	VOCABULARY
<b>READING</b> Students will learn and apply reading skills and strategies to comprehend text.							
LA 1.1.1	<p><b>Knowledge of Print: Students will demonstrate knowledge of the concepts of print.</b></p> <p>LA 1.1.1a - Identify variations in print (e.g., font, size, bold, italic, upper/lower case)</p> <p>LA 1.1.1b - Explain that the purpose of print is to carry information</p> <p>LA 1.1.1c - Demonstrate voice to print match (e.g., student points to words while reads)</p> <p>LA 1.1.1.d - Demonstrate understanding that words are made up of letters Identify parts of a book (e.g., pages, title, title page, author, illustrator, tale of contents)</p> <p>LA 1.1.1.e - Identify parts of a book (e.g., pages, title, title page, author, illustrator, tale of contents)</p> <p>LA 1.1.1.f - Demonstrate knowledge that print reads from left to right and top to bottom</p> <p>LA 1.1.1.g - Identify punctuation (e.g., period, exclamation mark, question mark)</p>	August through May	March April	<ul style="list-style-type: none"> <li>• Concepts of Print Checklist (T12 Baseline Group Test)</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Reading Street Units 1-5</li> <li>• Sidewalks</li> <li>• Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Morning Warm-Up</u></li> <li>• <u>Sing With Me Big Book</u></li> <li>• <u>Phonics Songs and Rhymes</u></li> <li>• <u>Big Books</u></li> <li>• <u>Decodable Readers</u></li> <li>• <u>Leveled Readers</u></li> </ul>	

<p><b>LA 1.1.2</b></p>	<p><b>Phonological Awareness: Students will demonstrate phonological awareness through oral activities.</b></p> <p>LA 1.1.2.a - Segment spoken sentences into words          LA 1.1.2.b - Identify and produce oral rhymes.          LA 1.1.2.c - Blend and segment syllable sounds in spoken words          LA 1.1.2.d - Blend and segment onset and rime orally (e.g., v-an, gr-ab)          LA 1.1.2.e - Manipulate phonemes orally (e.g., blend, segment)          LA 1.1.2.f - Manipulate phonemes to create new words, pseudo or real (e.g., "What is hand without the /h/?" –and: "The word is cat. Change the /t/ to /n/. What's the new word?" –can)</p>	<p><b>August through May</b></p>	<p><b>August Dec. May</b></p> <p><b>At the end of Unit 1-5</b></p>	<ul style="list-style-type: none"> <li>• DIBELS</li> <li>• End of The Unit Benchmark Test Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Reading Street Units 1-5</li> <li>• Sidewalks</li> <li>• Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Word Work</u></li> <li>• <u>Sing With Me Big Book</u></li> <li>• <u>Phonics Songs and Rhymes</u></li> <li>• <u>Phonemic Awareness</u></li> </ul>	
<p><b>LA 1.1.3</b></p>	<p><b>Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.</b></p> <p>LA 1.1.3.a - Read, write, and spell words by applying common letter-sound correspondences (e.g. single letter consonants, consonant blends, long and short vowels, digraphs)          LA 1.1.3.b - Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)          LA 1.1.3.c - Read at least 100 high-frequency words from a commonly used list          LA 1.1.3.d - Spell single syllable phonetically regular words          LA 1.1.3.e - Blend sounds to read words</p>	<p><b>August through May</b></p>	<p><b>Weekly Sept - April</b></p> <p><b>At the end of Unit 1-5</b></p>	<ul style="list-style-type: none"> <li>• Weekly Spelling Test</li> <li>• Weekly Review Spelling Test</li> <li>• Weekly Progress Monitor</li> <li>(Assessment Handbook, also in T.M. day 5)</li> <li>• End of The Unit Benchmark Test High Frequency Words</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Reading Street Units 1-5</li> <li>• Sidewalks</li> <li>• Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Word Work Center</u></li> <li>• <u>Oral Vocabulary Routine</u></li> <li>• <u>Phonics and Spelling</u></li> <li>• <u>Decodable Readers</u></li> <li>• <u>Leveled Readers</u></li> <li>• <u>Big Books</u></li> <li>• <u>Reread for Fluency</u></li> <li>• <u>High Frequency Words</u></li> </ul>	

	<p>LA 1.1.3.f - Read words in connected text Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)</p> <p>LA 1.1.3.h - Monitor the accuracy of decoding</p>						
<b>LA 1.1.4</b>	<p><b>Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.</b></p> <p>LA 1.1.4.a - Read in meaningful phrases that sound like natural language to support comprehension</p> <p>LA 1.1.4.b - Use a core of high-frequency words and phrases</p> <p>LA 1.1.4.c - Use repeating language patterns when reading</p> <p>LA 1.1.4.d - Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)</p> <p>LA 1.1.4.e - Read along with others and independently practice keeping an appropriate pace for a text</p>	<b>August through May</b>	<b>Weekly Sept. - April</b>	<p>Informal observation of</p> <ul style="list-style-type: none"> <li>• Daily Reads</li> <li>• Weekly Progress Monitor (Assessment Handbook, also in T.M. day 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Reading Street Units 1-5</li> <li>• Sidewalks</li> <li>• Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Listening Center</u></li> <li>• <u>Decodable Readers</u></li> <li>• <u>Leveled Readers</u></li> <li>• <u>Big Books</u></li> <li>• <u>Reread for Fluency</u></li> <li>• <u>Ten Important Sentences</u></li> <li>• <u>Morning Warm-Up</u></li> <li>• <u>Sing With Me Big Book</u></li> <li>• <u>Phonics Songs and Rhymes</u></li> <li>• <u>Fluency</u></li> <li>• <u>High Frequency Words</u></li> <li>• <u>Fresh Reads</u></li> <li>• <u>Readers' Theater</u></li> </ul>	



<p><b>LA 1.1.6</b></p>	<p><b>Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b></p> <p>LA 1.1.6.a - Identify author, illustrator, and author’s purpose (e.g., explain, entertain, inform)</p> <p>LA 1.1.6.b - Identify elements of narrative text (e.g., characters, setting, events)</p> <p>LA 1.1.6.c - Retell information from narrative text including characters, setting, and events</p> <p>LA 1.1.6.d - Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)</p> <p>LA 1.1.6.e - Retell the main ideas from informational text</p> <p>LA 1.1.6.f - Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)</p> <p>LA 1.1.6.g - Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)</p> <p><i>LA 1.1.6. g - Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions, table of contents)</i></p> <p>LA 1.1.6.h - Identify the basic characteristics of familiar narrative and informational text genres for both (e.g., fairy tales, nursery rhymes, picture books, how-to-books)</p> <p>LA 1.1.6.i - Make connections between characters or events in narrative and informational text, to own life or other cultures</p> <p>LA 1.1.6.j - Generate and/or answer</p>	<p><b>August through May</b></p>	<p><b>Weekly Sept - April</b></p> <p><b>At the end of Unit 1-5</b></p>	<p><b>•Weekly Comprehension Selection (Selection Tests)</b></p> <p><b>•End of Unit Benchmark test Comprehension</b></p>	<ul style="list-style-type: none"> <li>• <b>Scott Foresman Reading Street Units 1-5</b></li> <li>• <b>Sidewalks</b></li> <li>• <b>Library books</b></li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>Listening Comprehension</b></u></li> <li>• <u><b>Building Background</b></u></li> <li>• <u><b>Pre-reading Strategies &amp; Genre</b></u></li> <li>• <u><b>Weekly Main Selection</b></u></li> <li>• <u><b>Think and Share</b></u></li> <li>• <u><b>Retelling Strip &amp; Cards</b></u></li> <li>• <u><b>Decodable Readers</b></u></li> <li>• <u><b>Leveled Readers</b></u></li> <li>• <u><b>Big Books</b></u></li> <li>• <u><b>Shared Literature</b></u></li> </ul>	
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	<p>clarifying questions (who, what, when, where, why, how) supporting answers using prior knowledge and information from the text</p> <p>LA 1.1.6.k - Identify and explain purpose for reading (e.g., information, pleasure)</p> <p>LA 1.1.6.l - Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading</p> <p>LA 1.1.6.m - Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning</p> <p>LA 1.1.6.n - Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)</p> <p>LA 1.1.6.o - Respond to text verbally, in writing, or artistically</p>						
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**WRITING**

**Students will learn and apply writing skills and strategies to communicate.**

<p><b>LA 1.2.1</b></p>	<p><b>Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</b></p> <p>LA 1.2.1.a - Demonstrate that writing communicates thoughts and ideas</p> <p>LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)</p>	<p><b>August through May</b></p>	<p><b>At the end of Unit 1-5</b></p> <p><b>Weekly Sept - April</b></p>	<ul style="list-style-type: none"> <li>• <b>End of Unit Benchmark test Grammar, Usage, Mechanics</b></li> </ul> <p><b>Literacy Centers, writing</b></p>	<ul style="list-style-type: none"> <li>• <b>Scott Foresman Reading Street Units 1-5</b></li> </ul> <p><b>Journaling</b></p> <p><b>Teacher guided writing activities</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Shared Writing</u></b></li> <li>• <b><u>Interactive Writing</u></b></li> <li>• <b><u>Trait of the Week</u></b></li> <li>• <b><u>Writing Across the Curriculum</u></b></li> <li>• <b><u>Grammar</u></b></li> <li>• <b><u>Unit 1 Writing Workshop</u></b></li> </ul>	
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	<p>LA 1.2.1.c - Generate a draft by:</p> <ul style="list-style-type: none"> <li>- Selecting and organizing ideas relevant to topic, purpose, and genre</li> <li>-Composing sentences of varying length and complexity</li> </ul> <p>LA 1.2.1.d - Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p> <p>LA 1.2.1.e - Provide feedback to other writers</p> <p>LA 1.2.1.f - Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark)</p> <p>LA 1.2.1.g - Publish a legible document (e.g., handwritten)</p> <p>LA 1.2.1.h - Write with appropriate spaces between letters, words, and sentences</p>					<ul style="list-style-type: none"> <li>• <u>Daily Fix-It W1-6</u></li> </ul>	
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**SPEAKING AND LISTENING**  
**Students will learn and apply speaking and listening skills and strategies to communicate.**

<p><b>LA 1.3.1</b></p>	<p><b>Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</b></p> <p>LA 1.3.1.a - Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)</p> <p>LA 1.3.1.b - Communicate orally in daily classroom activities and routines</p>	<p><b>August through May</b></p>	<p><b>Aug. - May</b></p>	<ul style="list-style-type: none"> <li>• <b>Informal Daily Observation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scott Foresman Reading Street Units 1-5</b></li> <li>• <b>Sidewalks</b></li> <li>• <b>Reading Mastery</b></li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>Speaking</b></u></li> <li>• <b>Show and Share</b></li> <li>• <b>Shared reading reports</b></li> </ul>	
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<p><b>LA 1.3.2</b></p>	<p><b>Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.</b></p> <p>LA 1.3.2.a - Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)</p> <p>LA 1.3.2.b - Use information in order to complete a task (e.g., following one/two step directions, responding to questions)</p> <p>LA 1.2.3.c - Listen and retell specific details of information</p> <p>LA 1.3.2.d - Listen to and ask questions about thoughts, ideas, and information being communicated</p>	<p><b>August through May</b></p>	<p><b>Jan. - May</b></p>	<ul style="list-style-type: none"> <li>• SRA</li> <li>• Informal Daily Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Reading Street Units 1-5</li> <li>• Sidewalks</li> <li>• Reading Mastery</li> <li>• Daily stories</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Listening</u></li> <li>• SRA</li> <li>• Calendar/Opening Time</li> </ul>	
<p><b>LA 1.3.3</b></p>	<p><b>Reciprocal Communication: Students will develop reciprocal communication skills.</b></p> <p>LA 1.3.3.a - Develop awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)</p> <p>LA 1.3.3.b - Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)</p> <p>LA 1.3.3.c - Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)</p>	<p><b>August through May</b></p>	<p><b>Aug. - May</b></p>	<ul style="list-style-type: none"> <li>• Informal Daily Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Scott Foresman Reading Street Units 1-5</li> <li>• Sidewalks</li> <li>• Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Weekly Small Group Differentiated Instruction lessons</u></li> <li>• <u>Weekly Guided Practice opportunities</u></li> <li>• <u>Weekly Reader Response – Open for Discussion topics</u></li> <li>• <u>Weekly Speaking &amp; Listening lessons</u></li> <li>• Show and Share</li> <li>• BIST</li> </ul>	



**MULTILE LITERACIES**  
**Students will identify, locate, and evaluate information.**

<p><b>LA 1.4.1</b></p>	<p><b>Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</b></p> <p>LA 1.4.1.a - Identify resources to find information (e.g., print, electronic)          LA 1.4.1.b - Demonstrate understanding of authorship of print and online resources          LA 1.4.1.c - Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)</p>	<p><b>August through May</b></p>	<p><b>Aug. - May</b></p>	<ul style="list-style-type: none"> <li>• <b>Informal Teacher Observation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scott Foresman Reading Street Units 1-5</b></li> <li>• <b>Orchard</b></li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>Technology Center</b></u></li> </ul>	
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