

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

LANGUAGE ARTS

GRADE 1

Date of Board Approval: October 20, 2011

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Language Arts Subject Area: Language Arts Grade Level: First

Course Length: (Semester/Year): Year Duration: 120 Minutes Frequency: Daily

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Major Text(s)/Resources: Houghton Mifflin Reading: Legacy of Literacy, 2001

Curriculum Writing Committee:

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Unit: Metacognitive Thinking Strategies and Author's Purpose		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1A Identify the author's purpose and type, using grade level text.	<ul style="list-style-type: none"> Identify author's purpose as one of the following: to inform, to persuade or to entertain. Define author's purpose as deciding why the author wrote the text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Demonstrate phonological awareness through the phoneme manipulations. Use knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Use sounds and syllables together to make words. 		
1.1B Demonstrate phonological awareness through the phoneme manipulations. Use knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Understand that knowing sounds and syllables in words and being able to manipulate them helps you to become a proficient reader. 		
1.1B Demonstrate phonological awareness through the phoneme manipulations. Use knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize and orally produce rhyming words for specific word families. Segment and blend words verbally. 		
1.1B Demonstrate phonological awareness through the phoneme manipulations. Use knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Insert and delete sounds to verbally make new words. Verbally break apart words into syllables. 		

Unit: Metacognitive Thinking Strategies and Author's Purpose		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> • Make text-to-self, text-to-text, or text-to-world connections. • Describe, illustrate and explain a picture visualized in your head. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> • Identify and define the seven metacognitive thinking strategies: making connections, making inferences, synthesizing, visualizing, monitor understanding, summarizing, and questioning. 		
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> • Understand that proficient readers choose and apply the appropriate metacognitive thinking strategy while reading. 		
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> • Understand that proficient readers use metacognitive thinking strategies to comprehend what they read. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Recognize and produce words with specific beginning sounds. • Recognize and produce rhyming words with specific word families. 		

Unit: Metacognitive Thinking Strategies and Author’s Purpose		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Identify beginning consonant sounds for: m, s, c, t n, f, p, b, r, h, g, d, w, l, x, y, k, v, qu, j, and z. Accurately read words in these word families: at, an, it , ig, ot, ox, en, et, ut, and ug. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Segment and blend words orally. Insert and delete sounds to make new words. Break words into syllables. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Recognize and produce words with specific beginning sounds. Recognize and produce rhyming words with specific word families. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Understand that letters produce specific sounds. Know that sounds and syllables go together to make words. Understand that sounds go together to make rhyming words. 		
1.2D Make inferences and draw conclusions citing evidence from the text to support answers.	<ul style="list-style-type: none"> Define making inferences as the ability to use what you know and the text to make a prediction. Discuss clues in the story to develop predictions and/or inferences. 		

Unit: Metacognitive Thinking Strategies and Author’s Purpose		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.2E Read, understand, and respond to essential content of text.	<ul style="list-style-type: none"> Evaluate understanding and use metacognitive thinking strategies to construct meaning from the text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Recall, tell, and write the most important parts of the text. Define questioning as asking questions and searching for answers to help you comprehend text. 		
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Define making connections as the ability to relate the text to something in one’s life to another text or to the world. Define visualizing as painting a picture in your mind 		
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Define summarizing as explaining only the most important parts of the text. Define monitoring understanding as the ability to decode and consistently check for meaning while reading a text. 		
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Define synthesizing as using the seven metacognitive strategies to make meaning from the test. 		

Unit: Metacognitive Thinking Strategies and Author's Purpose	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
<p>1.6A Listen actively and respond to others in small and large group situations with appropriate questions and ideas.</p>	<ul style="list-style-type: none"> Use the seven metacognitive thinking strategies when reading, talking, and thinking about text. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency</p>
<p>1.8A Ask appropriate questions on a variety of topics.</p>	<ul style="list-style-type: none"> Formulate oral and written questions about the text. 	<p>Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE</p>

Unit: Main Idea/Details, Story Elements, Sequence	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
<p>1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.</p>	<ul style="list-style-type: none"> • Segment and blend words verbally. • Insert and delete sounds verbally to make new words. • Break apart words verbally into syllables. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency</p>
<p>1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.</p>	<ul style="list-style-type: none"> • Understand that sounds and syllables go together to make words. • Understand that sounds and syllables in words and being able to manipulate them helps you become a proficient reader. 	<p>Comprehension Portfolios Demonstrations Research projects Oral presentations</p>
<p>1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.</p>	<ul style="list-style-type: none"> • Recognize and produce words with sounds for beginning r blends (fr, tr, dr, gr, cr, br, pr). 	<p>DIBELS DRA GRADE</p>
<p>1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.</p>	<ul style="list-style-type: none"> • Recognize that non-fiction text has a main idea and supporting details. 	
<p>1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.</p>	<ul style="list-style-type: none"> • Identify main ideas and supporting details of non-fiction text. • Use story elements to understand fiction text. 	

Unit: Main Idea/Details, Story Elements, Sequence	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Decode and encode words with the short a and i sound. • Understand that two letters are frequently seen together at the beginning of words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Decode and encode ending consonant sounds for d, t, k, n, p, z, s, and double ending consonants. 	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Add endings to a root word to change its meaning or tense. • Understand that letter(s) can be omitted and replaced by an apostrophe and grouped with another word to make a new word. 	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Recognize and produce words with specific ending sounds. • Decode and encode words with inflectional suffixes (plurals with s, words ending with s, ed, and ing). 	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Decode and encode contractions with s. • Identify words with short a and i. • Understand that letters produce specific sounds. 	

Unit: Main Idea/Details, Story Elements, Sequence	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Understand that proficient readers can remember and state the order of events in text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Know that sequence is the order of events in a text. Recall and state the order of events in a text. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS
1.3B Recognize different types of genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Understand that proficient readers use story elements to understand fiction text. Understand that proficient readers can identify main ideas and supporting details of text. 	DRA GRADE
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> Identify the story elements of fictional text including: characters, setting, problem and solution, beginning, middle, and end. 	

Unit: Generalizations, Compare and Contrast, Sequence	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize that sounds and syllables go together to make words. Understand that manipulating sounds and syllables in words helps you become a proficient reader. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Segment and blend words verbally. Insert and delete sounds to verbally make new words. Break apart words verbally into syllables. 	Comprehension Portfolios Demonstrations Research projects Oral presentations
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Understand that letters produce specific sounds. 	DIBELS DRA GRADE
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with sound for short o, e, and u. Decode and encode words with beginning blends for l (sl, bl, fl, cl, and gl) and s (sc, sk, sl, sm, sn, sp, st, and sw). 	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with triple blends (scr, str, and spl). Decode and encode words with words with silent beginning letter (kn, wr, gn). 	

Unit: Generalizations, Compare and Contrast, Sequence		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> • Compare and contrast similarities and differences in and between texts. • Understand that proficient readers identify similarities and differences in and between texts. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> • Define comparing and contrasting as the ability to identify similarities and difference in a text or between texts. 		
1.2C Identify essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> • Define making generalizations as the ability to make a broad statement based upon what is read in text. • Formulate a generalization based upon the text you have read. 		
1.2C Identify essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> • Understand that proficient readers develop generalizations based upon what they read. 		
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> • Identify and list the events in sequential order through illustrating or writing. • Sequence the events in a text. 		

Unit: Generalizations, Compare and Contrast, Sequence	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Define sequencing as the order of events in a text. Understand that proficient readers can identify and place events of a text in the order they occur. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE

Unit: Compare and Contrast, Making Generalizations, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Segment and blend words verbally. Insert and delete sounds to verbally make new words. Verbally break apart words into syllables. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize that sounds and syllables go together to make words. Understand that manipulating sounds and syllables in words helps you become a proficient reader. 		
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize that certain letters are combined to make one sound. Recognize that certain vowels produce a long vowel sound. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Know that certain letters are seen together frequently at the end of words. Understand that letter(s) can be omitted and replaced by an apostrophe and grouped with another word to make a new word. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with consonant digraphs: sh,th, wh, ch, tch. Decode and encode words with long a and i for the VCe pattern. 		

Unit: Compare and Contrast, Making Generalizations, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words ending in nd, ng, and nk. Decode and encode contractions with ‘t, ‘ll, ‘d, and ‘ve. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Define comparing and contrasting as the ability to identify similarities and differences in a text or between texts. 		
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Understand that proficient readers compare and contrast parts of a text and use this skill to find similarities and differences in and between texts. 		
1.2C Identify essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Define making a generalization as the ability to make a board statement about what was read. State a generalization and explain how you used the text to develop the generalization. 		
1.2C Identify essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Understand that proficient readers form and can explain generalizations made from a text. 		

Unit: Compare and Contrast, Making Generalizations, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Identify and explain similarities and differences in a text or between text through the use of a graphic organizer. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Define cause and effect as why events in a text occurred. Identify why events within a text occurred. 		
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Understand that proficient readers identify the causes of events in a text. 		

Unit: Story Elements, Text Structure: Sequence, Main Idea and Details		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> • Know that sounds and syllables go together to make words. • Understand that manipulating sounds and symbols in words helps you become a proficient reader. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> • Segment and blend words verbally. • Insert and delete sounds verbally to make new words. • Break apart words verbally into syllables. 		
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> • Understand that certain letters are combined to make one sound. • Understand that certain vowels produce a long vowel sound. 		
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> • Complete a graphic organizer identifying and explaining the main idea and supporting details of a text. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Decode and encode words with long o and u for the VCe and CV pattern. • Decode and encode words with long e for the VCe, CV, ee, and ea pattern. 		

Unit: Story Elements, Text Structure: Sequence, Main Idea and Details		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with long a for the ai and ay pattern. Decode and encode words ending in ft, lk, and nt. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Define sequence as the order of events in a text. Understand that proficient readers sequence the order of the events in a text. 		
1.2C Identify essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> Understand that proficient readers can identify and explain the main idea and supporting details of a text. 		
1.3A Read, understand, and respond to works of literature.	<ul style="list-style-type: none"> Identify and summarize the story elements of the text orally and in writing. Sequence the order of events with the use of a graphic organizer. 		
1.3B Recognize different types of genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Know that fictional text is comprised of story elements including: characters, setting, problem and solution, beginning, middle, and end. 		

Unit: Story Elements, Text Structure: Sequence, Main Idea and Details		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> Identify text as fiction or non-fiction. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency	
1.5A Identify and write about one specific topic.	<ul style="list-style-type: none"> Know that non-fiction text has a main idea and supporting details. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	

Unit: Text Structure: Problem and Solution, Sequence, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize that sounds and syllables go together to make words. Understand that manipulating sounds and syllables in words helps you become a proficient reader. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Segment and blend words orally. Insert and delete sounds orally make new words. Break apart words orally into syllables. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with long o and i for the VCe, CV pattern, and oa and ow. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words containing an oo making the sound as in book. Decode and encode words containing oo, ou, ew, and ue making the sound as in shoe. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words containing the long i sound spelled ie and igh. Decode and encode compound words. 		

Unit: Text Structure: Problem and Solution, Sequence, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Define problem and solution as a means of showing how characters in a story struggle and attempt to find a solution. Identify a struggle the character in a story is having and how he/she attempted to find to a solution. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Understand that proficient readers can identify a character’s struggle and how he/she attempts to find a solution. Identify and show cause and effect in a text. 		
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Sequence the order of events in a text. Understand that proficient readers can summarize the sequence of events in a text. 		
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Create a graphic organizer that sequences the events of a text in order. Complete a graphic organizer to show cause and effect within a text. 		

Unit: Topic/Main Idea/Details, Drawing Conclusions	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words	<ul style="list-style-type: none"> Recognize sounds and syllables go together to make words. Understand that manipulating sounds and syllables in words helps you become a proficient reader. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words	<ul style="list-style-type: none"> Segment and blend words orally. Insert and delete sounds orally to make new words. Break apart words orally into syllables. 	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize words with sounds for ow and ou. Recognize that certain letters are combined to make one sound. 	
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> Identify and explain the topic, main idea, and supporting details of a text. Know that non-fiction text has a topic, main idea and supporting details. 	
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> Understand that proficient readers can identify and explain the main idea and can support it with details from the text. 	

Unit: Topic/Main Idea/Details, Drawing Conclusions	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Use spelling patterns to accurately change a word’s spelling when adding endings. • Decode and encode words with the ow and ou pattern as in the word trout. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Decode and encode words with the endings ed, ing, and s when dropping the final e and doubling the final consonant. 	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> • Know that words can be changed by adding endings. • Understand that based on spelling patterns, spelling changes occur by adding endings. 	
1.2D Make inferences and draw conclusions citing evidence from the text to support answers.	<ul style="list-style-type: none"> • Draw a conclusion from the text and illustrations to understand the author’s idea. 	
1.2D Make inferences and draw conclusions citing evidence from the text to support answers.	<ul style="list-style-type: none"> • Define drawing conclusions as the ability to take details from the text and its illustrations to understand the author’s ideas. 	

Unit: Topic/Main Idea/Details, Drawing Conclusions	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.2D Make inferences and draw conclusions citing evidence from the text to support answers.	<ul style="list-style-type: none"> Understand that proficient readers draw conclusions from text and illustrations. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.5A Identify and write about one specific topic.	<ul style="list-style-type: none"> Write a paragraph identifying and explaining the topic, main idea, and supporting details of a text. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE

Unit: Story Structure	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Recognize that sounds and syllables go together to make words. Understand that manipulating sounds and syllables in words help you become a proficient reader. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Segment and blend words orally. Insert and delete sounds orally make new words. Break apart words orally into syllables. 	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Understand that a letter can make multiple sounds. Understand that certain letters are combined to make one sound. 	
1.1D Demonstrate listening and reading comprehension before reading, during reading, and after reading.	<ul style="list-style-type: none"> Understand that fictional text has a story structure. Proficient readers use story elements to summarize a story. 	
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with the letter y when it makes the long i or e sound. Decode and encode words with the oi and oy spelling pattern. 	

Unit: Story Structure	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with the aw and au spelling pattern. Decode and encode words with the prefixes un- and re- and suffixes –ful, -ly, and –y. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with the endings es and ies. Understand that word meanings change when adding a prefix or suffix. 	
1.3B Recognize different types of genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Fictional text has basic elements that include: setting, characters, problem, events, and a solution. 	
1.3C Identify literary elements.	<ul style="list-style-type: none"> Complete a graphic organizer that includes the elements of story structure. Use the completed graphic organizer to write a summary of the text using transitional words such as first, next, last. 	

Unit: Text Structure: Problem and Solution, Sequence, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Segment and blend words. Insert and delete sound to make new words. Break words into syllables. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Demonstrate phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence to decode and encode words.	<ul style="list-style-type: none"> Decode and encode words with r controlled vowels or, ore, er, ir, and ar. Decode and encode words with endings er and est. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with r controlled vowels or, ore, er, ir, ur, and ar. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Decode and encode words with the endings –er and –est with no spelling change to the base word and/or when changing y to I and doubling the final consonant. 		
1.1E Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	<ul style="list-style-type: none"> Understand that when an r follows a vowel, it changes to vowel sound. Understand that adding certain endings to a word change the meaning of the word and/or the spelling of the base word. 		

Unit: Text Structure: Problem and Solution, Sequence, Cause and Effect		Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Define problem and solution. Sequence the events in a text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Identify why events in a text occurred. Identify a character’s struggle and how he/she attempts to find a solution. 		
1.2A Identify text organization and use content to derive meaning from text. 1.3A Read, understand, and respond in words of literature.	<ul style="list-style-type: none"> Identify and write about the struggle a character is having and how he/she attempted to come to a solution. 		
1.2A Identify text organization and use content to derive meaning from text. 1.3A Read, understand, and respond in words of literature.	<ul style="list-style-type: none"> Summarize in writing all the events of a text in sequential order. Use a graphic organizer to write cause and effect sentences using key words such as because and so. 		
1.2A Identify text organization and use content to derive meaning from text.	<ul style="list-style-type: none"> Identify and show cause and effect in a text. 		

Unit: Research Project	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.8A Ask appropriate questions on a variety of topics.	<ul style="list-style-type: none"> Formulate questions about a topic. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.8B Locate information on an identified topic in a small group.	<ul style="list-style-type: none"> Search the internet to locate information and to answer questions about a topic. Use non-fiction text to locate information about a specific topic. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS
1.8B Locate information on an identified topic in a small group.	<ul style="list-style-type: none"> Understand that information can be acquired from several resources. No that non-fiction text and the internet are sources of information. 	DRA GRADE
1.8C Create a research-based project with assistance and explain it.	<ul style="list-style-type: none"> Develop and present a research-based project on a given topic. 	

Unit: Writing	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.4A Write, dictate or illustrate descriptive poems and stories that include literary elements.	<ul style="list-style-type: none"> • Write narrative pieces: poems and stories. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.4B Write informational pieces using illustrations when relevant.	<ul style="list-style-type: none"> • Write informational pieces: descriptions, reports and instructions. 	
1.5A Identify and write about one specific topic.	<ul style="list-style-type: none"> • Write to a prompt. • Write a series of three to five related sentences. 	
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> • Identify and use the steps in the writing process: prewriting, drafting, revising, editing and publishing. 	
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> • Use a variety of prewriting techniques such as: journal writing, graphic organizers, brainstorming and sharing ideas with others. 	

Unit: Writing	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.5E Revise writing by adding details missing information.	<ul style="list-style-type: none"> • Add details or missing information to revise writing. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Edit writing for mechanics and spelling. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE

Unit: Grammar and Mechanics	Subject Area: Reading	Grade: 1
PA Academic Standards	Performance Indicators	Assessment
1.5A Identify and write about one specific topic.	<ul style="list-style-type: none"> • Write a simple, complete sentence. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Capitalize familiar proper nouns. • Capitalize days of the week and months of the year. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Identify and use parts of speech: nouns, proper nouns and verbs. • Use correct end punctuation: period, question mark and exclamation point. 	DRA GRADE

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)