

Mifflin County School District Planned Instruction

Title of Planned Instruction: Language Arts
Subject Area: Reading, Writing, Speaking, and Listening
Grade Level: 1
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 fluency and comprehension; 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.

Required Time: One year

Course Credit: 1.0

NOTE: Items printed in **BOLD** represent eligible content that will be tested by the PSSA test.

Major Text(s) and Resources:

McGraw-Hill Reading, McGraw-Hill, 2001
Assorted Authentic Texts

Names of District Subject Area Curriculum Writing Committee:

Crystal A. Weaver
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Date of Board Approval: May 25, 2006

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.1 Learning to Read Independently
 Grade: 1

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, state predictions about the story type.	Identify purposes and types of text (real, make believe, and informational) through title and picture clues.	<ul style="list-style-type: none"> • Teacher observation
B. Preview text formats.	Identify title, author, and table of contents.	<ul style="list-style-type: none"> • Teacher observation • Test • Worksheets
C. During reading, apply phonetic analysis and develop a basic sight vocabulary.	<ul style="list-style-type: none"> • Decode using consonants, vowels, structural analysis, and visual clues. • Use pictures, context clues, and configurations to understand new words. • Use inflectional endings (ing,ed). 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Checklist • DIBELS (or other standardized test)
D. Read text for understanding.	Use self-monitoring, comprehension strategies (e.g., predicting, picture clues, structural clues, drawing conclusions, and reading).	<ul style="list-style-type: none"> • Teacher observation • Project • rubric
E. Acquire and use a basic sight vocabulary.	Use word study (phonetic clues, rhymes, reading in context, and antonyms).	<ul style="list-style-type: none"> • Checklist • Teacher observation • Test • Worksheet • DIBELS (or other standardized test)

F. Read and use sight vocabulary words in various subject areas.	Incorporate sight and content vocabulary into various subject areas.	<ul style="list-style-type: none"> • Teacher observation • Performance task • DIBELS (or other standardized test)
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G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text.	<ul style="list-style-type: none"> • Recall details. • Make inferences. • Draw conclusions. • Make connections between texts (compare-contrast). • Cite evidence from the text. • Retell/summarize and identify the main ideas. • Apply the new information or ideas from the text to known information. 	<ul style="list-style-type: none"> • Teacher observation • Worksheet • Test • Performance task
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H. Demonstrate fluency and comprehension in reading.	<ul style="list-style-type: none"> • Read familiar materials aloud. • Self-correct mistakes. • Use appropriate rate or reading. • Pronounce words correctly to gain meaning from text. • Read a variety of genres and types of text. • Demonstrate comprehension by answering questions regarding the text. 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Test • DIBELS (or other standardized test)
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.2 Reading Critically in All Content Areas
Grade: 1

A. Read, listen to, and discuss content of informational texts.	<ul style="list-style-type: none"> • Differentiate between real and make-believe. • Differentiate fact from opinion. • Distinguish between 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Worksheets • Test
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	<p>essential and non-essential information (e.g., math word problems, reading, social studies).</p> <ul style="list-style-type: none"> • Make inferences. • Draw conclusions. • Identify exaggeration (bias) where present in non-fictional text. • Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. • Use headings to locate information in a passage, or identify content that would best fit in a specific section of text. • Interpret graphics and charts and/or make connections between text and the content of graphics and charts. 	
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B. Identify and use a variety of media.	<p>Respond to literature by using a variety of media:</p> <ul style="list-style-type: none"> • Computer • Tape recorder • Television • Videos • Filmstrips • Films • Acting out of story 	<ul style="list-style-type: none"> • Teacher observation • Performance task
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C. Verbalize and identify various forms of genre.	Identify real, make believe, poetry, and plays.	<ul style="list-style-type: none"> • Teacher observation • Tests • Worksheets
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.3 Reading, Analyzing, and Interpreting Literature

Grade: 1

A. Listen to and compare orally a variety of works of literature.	Discuss poetry, plays, fiction, and non-fiction formats.	<ul style="list-style-type: none">• Teacher observation• Performance task
B. Identify literary elements in stories.	Describe characters, setting, and plot (beginning, middle, and end). <ul style="list-style-type: none">• Character (may also be called narrator, speaker, subject of a biography)• Character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text• The relationship between characters and other components of text• Setting (when or where a story or personal narrative takes place)• Plot (may also be called action)• Elements of the plot/conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved (may use terms “event” or “solution.”)• Topic of literary nonfiction texts• Content in nonfiction texts	<ul style="list-style-type: none">• Teacher observation• Performance task• Worksheet• Test

	<ul style="list-style-type: none"> • Differing viewpoints in nonfiction text • Topic or subtopics in nonfiction text 	
C. Identify literary devices in stories.	Use rhyme, repetition, rhythm, and figurative language (personification).	<ul style="list-style-type: none"> • Teacher observation • Performance task
D. Recognize and complete predictable language patterns.	Participate in the following: <ul style="list-style-type: none"> • Choral reading • Read alouds • Predictable reading 	<ul style="list-style-type: none"> • Teacher observation • Performance task
E. Identify dialogue.	Interpret plays and stories.	<ul style="list-style-type: none"> • Teacher observation • Performance task
F. Read and respond to nonfiction and fiction works of literature.	<ul style="list-style-type: none"> • Create illustrations for fiction and non-fiction. • Create and recite poetry. 	<ul style="list-style-type: none"> • Project • rubric

Strand: Reading, Writing, Speaking, and Listening

Standard: 1.4 Types of Writing

Grade: 1

A. Write a narrative piece from personal experience.	Include people, places and things, and relevant illustrations.	<ul style="list-style-type: none"> • Performance task • Rubric • Project • Kid Writing/Writer's Workshop sample
B. Write an informational piece about a topic discussed in content area.	Incorporate the following: <ul style="list-style-type: none"> • Labeling • An original illustration • Content topic 	<ul style="list-style-type: none"> • Performance task • Rubric • Project • Kid Writing/Writer's Workshop sample
C. Write a persuasive piece.	<ul style="list-style-type: none"> • Develop and support an opinion. 	<ul style="list-style-type: none"> • Performance task • Rubric • Project • Kid Writing/Writer's Workshop sample

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.5 Quality of Writing
 Grade: 1

A. Write on a single topic.	Develop the following: <ul style="list-style-type: none"> • Title • Pictures • Main idea • Specific purpose 	<ul style="list-style-type: none"> • Rubric • Checklist • Kid Writing/Writer's Workshop sample
B. Write using sentences appropriate for the topic.	<ul style="list-style-type: none"> • Identify information. • Discuss and illustrate information about the topic. • Write a series of related sentences with one central idea. 	<ul style="list-style-type: none"> • Rubric • Checklist • Project • Kid Writing/Writer's Workshop sample
C. Write with organization.	Integrate a beginning, middle, and end.	<ul style="list-style-type: none"> • Project • Rubric • Checklist • Kid Writing/Writer's Workshop sample
D. Write using complete sentences.	Apply noun/verb agreement using descriptive words.	<ul style="list-style-type: none"> • Project • Checklist • Rubric • Kid Writing/Writer's Workshop sample
E. Revise writing with teacher assistance.	<ul style="list-style-type: none"> • Organize ideas and information. • Follow a logical sequence. 	<ul style="list-style-type: none"> • Project • Checklist • Rubric • Kid Writing/Writer's Workshop sample
F. Edit writing using the conventions of language with teacher assistance.	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, "I," and names). • Use proper end punctuation (period and question mark). 	<ul style="list-style-type: none"> • Project • Checklist • Rubric • Kid Writing/Writer's Workshop sample

	<ul style="list-style-type: none"> • Use complete sentences. 	
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G. Present and/or orally share written work for publication when appropriate.	Read orally.	<ul style="list-style-type: none"> • Teacher observation • Performance task
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H. Produce legible work.	<ul style="list-style-type: none"> • Hold pencil and paper correctly. • Understand directionality on paper and return sweep to left margin. • Form letters correctly. • Use proper spacing between letters and words. 	<ul style="list-style-type: none"> • Performance task • Checklist • Kid Writing/Writer's Workshop sample
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.6 Speaking and Listening

Grade: 1

A. Be an active listener.	<ul style="list-style-type: none"> • Ask questions. • Distinguish between reality and fantasy. 	<ul style="list-style-type: none"> • Teacher observation • Worksheet • Test
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B. Listen to a selection of literature, and relate it to similar experiences.	<ul style="list-style-type: none"> • Predict what will happen next. • Retell beginning, middle, and end. • Identify characters' feelings and new words and concepts. 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Test worksheet
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C. Speak using appropriate speech skills.	<ul style="list-style-type: none"> • Use complete thoughts in sentences. • Use appropriate volume and pace. • Pronounce most words correctly. • Make eye contact, and use expressions, gestures, and body language. 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Checklist
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D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask related questions to gain information. • Respond with appropriate information to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Provide information. • Express personal needs, experiences, ideas, feelings, or points of view. 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Checklist
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E. Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"> • Participate in everyday conversation. • Retell stories and ideas orally. • Present a short report (e.g., show and tell, summary of an activity). • Give simple explanations. • Report an emergency. 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Checklist
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F. Use media for learning purposes.	<ul style="list-style-type: none"> • Recognize the role of media (e.g., television, radio, film, and Internet) in everyday life. • Distinguish between advertisements and informational pieces. 	<ul style="list-style-type: none"> • Teacher observation • Worksheet
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.7 Characteristics and Functions of the English Language
Grade: 1

A. Recognize that there are other languages.	Use literature, music, and media.	<ul style="list-style-type: none"> • Teacher observation
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B. Recognize variations in the dialogue of literary characters.	Use media, tapes, videos, and oral reading.	<ul style="list-style-type: none"> • Teacher observation
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.8 Research

Grade: 1

A. Discuss content topics of interest for research.	Develop interest by using literature and media.	<ul style="list-style-type: none">• Teacher observation
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none">• Think about the topic.• Activate prior knowledge of topic and discuss in groups.• Preview illustrations to construct meaning.• Discuss topic.	<ul style="list-style-type: none">• Teacher observation• Performance task• Project
C. Organize and present two or more main ideas from research.	<ul style="list-style-type: none">• Draw and sequence pictures.• Summarize orally or in writing (titles, phrases, captions).	<ul style="list-style-type: none">• Project• Rubric• Checklist

District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities

- Discussion
- Direct teaching
- Cooperative learning
- Visual media (aids)
- Peer tutoring
- Small flexible grouping
- Computer
- Deductive reasoning
- Experimentation
- Independent learning
- Modeling
- Inquiry
- Newspapers (used in literacy activities)
- Caught' yas (required)
- Kid Writing/Writer's Workshop (required)