

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS

COURSE: English Language Arts

GRADE: 1

STRAND: Foundational Skills

TIME FRAME: Year-long

PA CORE STANDARD

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

ESSENTIAL CONTENT

Print Concepts

- CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.
 - Recognize the distinguishing features of a sentence.

Phonological Awareness

- CC.1.1.1.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - 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.
 - 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.
 - 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS

COURSE: English Language Arts

GRADE: 1

STRAND: Reading Informational Text

TIME FRAME: Year-long

PA CORE STANDARD

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.

ESSENTIAL CONTENT

Key Ideas and Details

- **Main Idea:**
 - CC.1.2.1.A: Identify the main idea and retell key details of text.
- **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 individuals, 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.
- **Vocabulary**
 - CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

- **Diverse Media**
 - CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.
- **Evaluating Arguments**
 - CC.1.2.1.H: Identify the reasons an author gives to support points in a text.
- **Analysis Across Texts**
 - CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic.

Vocabulary Acquisition and Use

- 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.
- 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.

Range of Reading

- CC.1.2.1.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS

COURSE: English Language Arts

GRADE: 1

STRAND: Reading Literature

TIME FRAME: Year-long

PA CORE STANDARD

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.

ESSENTIAL CONTENT

Key Ideas and Details

- **Theme:**
 - CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **Text Analysis:**
 - CC.1.3.1.B: Ask and answer questions about key details in a text.
- **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.
- **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.
- **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.
- **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.
 - 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.

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COURSE STANDARDS

COURSE: English Language Arts

GRADE: 1

STRAND: Writing

TIME FRAME: Year-long

PA CORE STANDARD

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.

ESSENTIAL CONTENT

Informative/Explanatory

- CC.1.4.1.A: Write informative/ explanatory texts to examine a topic and convey ideas and information.
- **Focus**
 - CC.1.4.1.B: Identify and write about one specific topic.
- **Content**
 - CC.1.4.1.C: Develop the topic with two or more facts.
- **Organization**
 - CC.1.4.1.D: Group information and provide some sense of closure.
- **Style**
 - CC.1.4.1.E: Choose words and phrases for effect.
- **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.
 - 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.
- **Focus**
 - CC.1.4.1.H: Form an opinion by choosing among given topics.
- **Content**
 - CC.1.4.1.I: Support the opinion with reasons related to the opinion.
- **Organization**
 - CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure.
- **Style**
 - CC.1.4.1.K: Use a variety of words and phrases.
- **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.

Narrative

- CC.1.4.1.M: Write narratives to develop real or imagined experiences or events.
- **Focus**
 - CC.1.4.1.N: Establish who and what the narrative will be about.
- **Content**
 - CC.1.4.1.O: Include thoughts and feelings to describe experiences and events.
- **Organization**
 - CC.1.4.1.P: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

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- **Style**
 - CC.1.4.1.Q: Use a variety of words and phrases.
- **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.
 - 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 & 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 & 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.

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COURSE STANDARDS

COURSE: English Language Arts

GRADE: 1

STRAND: Speaking and Listening

TIME FRAME: Year-long

PA CORE STANDARD

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration

- **Collaborative Discussion**
 - CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.
- **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.
- **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.
- **Context**
 - CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.
- **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.

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CONTENT UNITS

COURSE: ENGLISH LANGUAGE ARTS

GRADE: 1

UNIT 1

THEMES: I Am Your Friend/Just for Fun/It's My Turn Now

ESSENTIAL QUESTIONS:

- How do strategic readers create meaning from informational and literary text?
- What do good listeners do?
- What strategies and resources do I use to figure out unknown vocabulary?
- Why do writers write?
- What is the purpose?

UNIT OBJECTIVES:

- Use letter sound correspondence for consonants and short vowels
- Use letter formation for letters A-Z
- Use Alphabetical Order
- Decode and read CVC, CCVC, CVCC words
- Identify, read, and spell trick words
- Isolate beginning, medial, and final sounds
- Segment and spell CVC words
- Use correct sentence structure (capitals, punctuation marks, finger spaces, spelling)
- Retell story (including main idea, characters, setting, details, and sequence) orally and with pictures (visualization)
- Read with accuracy and prosody
- Ask and answer questions about key details in a text
- Make text connections
- Use various text features and search tools to locate key facts and details in a text
- Explain differences between literature and informational texts
- Participate in collaborative discussions with peers and adults in small and large groups
- Confirm understanding of a text read aloud/info presented orally/thru other media
- Asking/answering questions about key details
- Requesting clarification if something is not understood
- Ask/answer questions about what a speaker says
- Clarify comprehension, gather info, or clarify something that is not understood
- Describe people/places/things/events with relevant details, expressing ideas and feelings
- Produce complete sentences when appropriate to task and situation
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, feelings
- Demonstrate command of conventions of standard English when speaking based on grade level

ACADEMIC VOCABULARY:

- Key details
- Main idea
- Topic
- Facts
- Retell
- Character

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- Illustrate
- Setting
- Spelling
- Title page
- Short vowel
- Author
- Character
- Consonants
- Listening skill
- Noun
- Opinion
- Period
- Poem
- Rhyme
- Sight word
- Title
- Topic
- Vowel

LITERARY TEXTS:

- Back to School, Manners, School-wide Rules themed books
- The Hat
- Sam and the Bag
- Hats On!
- Hats at Work
- Ants
- Bugs
- Jack and Rick
- Fun with Our Friends
- Friends
- Todd's Box
- Taking the Bus
- Our Nature Chart
- All That Corn
- More Corn
- From Farm to Table
- Try Your Best
- The Team
- We Play Sports
- Boots for Beth
- Feelings
- The Three Little Pigs
- Fun with Fish
- Different Kinds of Sharks
- Amazing Beaches

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CONTENT UNITS

COURSE: ENGLISH LANGUAGE ARTS

GRADE: 1

UNIT 2

THEMES: Now It's My Turn/ I Think I Can/ Hello, Neighbor

ESSENTIAL QUESTIONS:

- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?
- How does interaction with text provoke thinking and response?
- What makes clear and effective writing?

UNIT OBJECTIVES:

- Use Alphabetical Order
- Decode and read CVC, CCVC, CVCC words
- Build and read base-word and suffix +s
- Understand and use pluralization
- Identify, read, and spell trick words
- Isolate beginning, medial, and final sounds
- Segment and spell CVC words
- Identify and use r-controlled vowels: ar, or, er, ir, ur
- Use correct sentence structure (capitals, punctuation marks, finger spaces, spelling)
- Retell story (including main idea, characters, setting, details, and sequence) orally and with pictures (visualization)
- Read with accuracy and prosody
- Ask and answer questions about key details in a text
- Make text connections
- Use various text features and search tools to locate key facts and details in a text
- Explain differences between literature and informational texts
- Compare and contrast adventures and experiences of characters and stories
- Recount stories and determine their central message, lesson, or moral.
- Write a narrative piece (introduction, body, and conclusion)
- Participate in collaborative discussions with peers and adults in small and large groups
- Confirm understanding of a text read aloud/info presented orally/thru other media
- Asking/answering questions about key details
- Requesting clarification if something is not understood
- Ask/answer questions about what a speaker says
- Clarify comprehension, gather info, or clarify something that is not understood
- Describe people/places/things/events with relevant details, expressing ideas and feelings
- Produce complete sentences when appropriate to task and situation
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, feelings
- Demonstrate command of conventions of standard English when speaking based on grade level

ACADEMIC VOCABULARY:

- Setting
- Table of contents
- Beginning consonant

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- Bold print
- Captions
- Discuss
- End
- Fiction
- Headings
- Informational
- Language
- Literacy
- Middle
- Nonfiction
- Personal narrative
- Recount
- Sentence
- Verb
- Vocabulary

LITERARY TEXTS:

- Dan's Pet
- Little Chick
- Farmer Duck
- Space Pup
- To the Rescue
- Animals at the Extremes: mammal section
- Where Do Frogs Come From?
- Frog is Hungry
- A Frog Someday
- Friends Forever
- Best of Friends
- Alone and Together
- I Am a Butterfly
- The Butterfly Life Cycle
- Butterflies and Moths
- Did You See Chip?
- Community Helpers
- Community Helpers: A First Readers' Theater
- On the Way to the Pond
- Ponds
- Do Plants Grow Under Water?
- Tomas Rivera
- Libraries Are Important
- Jane Goodall

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CONTENT UNITS

COURSE: ENGLISH LANGUAGE ARTS

GRADE: 1

UNIT 3

THEMES: Hello/ Neighbor/ Going Places

ESSENTIAL QUESTIONS:

- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ language and utilize resources to effectively communicate a message?
- How does what readers read, influence how they should read?
- How does a reader's purpose influence how text should be read?
- What will work best for the audience?
- How do grammar and the conventions of language influence spoken and written communication?

UNIT OBJECTIVES:

- Use Alphabetical Order
- Decode and read CVC, CCVC, CVCC, CCVCC words
- Identify and use VCe syllable (with suffix +s)
- Build and read base-word and suffix +s, +ed, +ing
- Understand and use pluralization
- Identify, read, and spell trick words
- Isolate beginning, medial, and final sounds
- Segment, blend and spell words with up to five sounds (including long vowels)
- Identify and use blends and digraph blend
- Identify and use r-controlled vowels: ar, or, er, ir, ur
- Identify and use vowel teams
- Use correct sentence structure (capitals, punctuation marks, finger spaces, spelling)
- Retell story (including main idea, characters, setting, details, and sequence) orally and with pictures (visualization)
- Read with accuracy and prosody
- Ask and answer questions about key details in a text
- Make text connections
- Use various text features and search tools to locate key facts and details in a text
- Explain differences between literature and informational texts
- Compare and contrast adventures and experiences of characters and stories
- Recount stories and determine their central message, lesson, or moral.
- Identify reasons an author gives to support points in a text
- Identify who is telling the story at various points in a text
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Read and comprehend literature (on grade level) proficiently
- Use the illustrations and details in a text to describe its key ideas
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade –level reading and content
- Write a narrative piece (introduction, body, and conclusion)
- Write an informational piece (introduction, body, conclusion, and details)
- Participate in collaborative discussions with peers and adults in small and large groups
- Confirm understanding of a text read aloud/info presented orally/thru other media

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- Asking/answering questions about key details
- Requesting clarification if something is not understood
- Ask/answer questions about what a speaker says
- Clarify comprehension, gather info, or clarify something that is not understood
- Describe people/places/things/events with relevant details, expressing ideas and feelings
- Produce complete sentences when appropriate to task and situation
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, feelings
- Demonstrate command of conventions of standard English when speaking based on grade level

ACADEMIC VOCABULARY:

- Glossary
- Index
- Character
- Problem
- Solution
- Temporal words
- Chapter
- Ending consonant
- Punctuation
- Question mark
- Table of contents
- Alphabetize
- Question words
- Compare
- Contrast
- Blend
- Long vowel
- Adjectives
- Question words (who, what, when, where, why, and how?)

LITERARY TEXTS:

- The Fox and the Stork
- The Crow and the Pitcher
- Aesop's Fables
- On the Job with Dr. Martha Smith
- Helping Animals
- The Mouse on the Motorcycle
- Little Bear's Friend
- What Do Bears Eat?
- Tell Me a Story
- My Grandma
- Me on the Map
- Mapping the Way
- Runaway Ralph
- My Robot
- Rude Robot
- The Three Little Aliens and the Big Bad Robot
- A Bed Full of Cats
- My Whiskers

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- Cats of the Serengeti
- At Home Around the World
- All Kinds of Homes
- Flat Stanley
- Busy Buzzy Bee
- Busy Bees
- Honeybees Help Flowers

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CONTENT UNITS

COURSE: ENGLISH LANGUAGE ARTS

GRADE: 1

UNIT 4:

THEME: Going Places

ESSENTIAL QUESTIONS:

- What is this text really about?
- Why learn new words?
- How do readers know what to believe?
- How does one present findings best?
- What does a reader look for and how can he/she find it?
- How does a reader know a source can be trusted?

UNIT OBJECTIVES:

- Use Alphabetical Order
- Decode and read CVC, CCVC, CVCC, CCVCC words (including multisyllabic with two closed syllables)
- Identify and use VCe syllable (with suffix +s)
- Build and read base-word and suffix +s, +ed, +ing, +es
- Understand and use pluralization
- Identify, read, and spell trick words
- Isolate beginning, medial, and final sounds
- Segment, blend and spell words with up to five sounds (including long vowels)
- Identify and use blends and digraph blend
- Identify and use r-controlled vowels: ar, or, er, ir, ur
- Identify and use vowel teams
- Use correct sentence structure (capitals, punctuation marks, finger spaces, spelling)
- Retell story (including main idea, characters, setting, details, and sequence) orally and with pictures (visualization)
- Read with accuracy and prosody
- Ask and answer questions about key details in a text (who, what, when, where, why, and how?)
- Make text connections
- Use various text features and search tools to locate key facts and details in a text
- Explain differences between literature and informational texts
- Compare and contrast adventures and experiences of characters and stories
- Recount stories and determine their central message, lesson, or moral.
- Identify reasons an author gives to support points in a text
- Identify who is telling the story at various points in a text
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Read and comprehend literature (on grade level) proficiently
- Use the illustrations and details in a text to describe its key ideas
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade –level reading and content
- Write a narrative piece (introduction, body, and conclusion)
- Write an informational piece (introduction, body, conclusion, and details)
- Write an opinion/persuasive piece (introduction, body (reasons), conclusion)
- Participate in collaborative discussions with peers and adults in small and large groups

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- Confirm understanding of a text read aloud/info presented orally/thru other media
- Asking/answering questions about key details
- Requesting clarification if something is not understood
- Ask/answer questions about what a speaker says
- Clarify comprehension, gather info, or clarify something that is not understood
- Describe people/places/things/events with relevant details, expressing ideas and feelings
- Produce complete sentences when appropriate to task and situation
- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, feelings
- Demonstrate command of conventions of standard English when speaking based on grade level

ACADEMIC VOCABULARY:

- Labels
- Charts
- Graphs
- Maps
- Senses
- Vocabulary
- Explanatory
- Plural
- Singular
- Fairy tale
- Play
- Script
- Narrator
- Conversation
- Opinion
- Predict
- Reread
- Venn Diagram

LITERARY TEXTS:

- Baboon
- Animal Worlds
- Animals in Their Habitats
- Poppleton Everyday
- Poppleton in Spring
- This Little Pig, That Little Pig: Reader's Theater
- The Puddle
- Itsy Bitsy Spider Climbs Again
- See You in Spring
- Frog and Toad All Year
- The Life Cycle of a Frog
- Nate the Great
- The Story of a Bluebird
- This is a Bird
- Nate the Great Goes Undercover
- How to Be a Nature Detective
- Sorting at the Nature Center
- Nate the Great and Me: The Case of the Fleeing Fang

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- Sleep is For Everyone
- Stop Snoring
- How Animals Sleep
- Fishing Bears
- Bear Wants More
- Leap! A Salmon's Story
- The Fourth! Our Show
- On Vacation
- The Sand Castle Contest
- The Night Before Summer Vacation

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APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:

- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Magnetic letter boards and tiles
- Modeling
- Online resources
- Think aloud
- Think/pair/share
- Thinking Maps
- Sentence Frames
- Skywriting
- I do, We do, You do

TEACHER CREATED MATERIALS:

- Graphic organizers
- Vocabulary journals
- Skill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative

- DIBELS Benchmark assessment
- District Assessments
- Rubric
- Foundations Assessments
- ACCESS

Formative

- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- KWL

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- Teacher Observation
- Anecdotal Record

Diagnostic

- RGR – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- PAST – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS

REMEDIATION:

- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Teachertube.com
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: <http://pdesas.org/Page/Viewer/ViewPage/15>
ELL Differentiation Tool: <http://ell.eslportalpa.info/differentiation-tool/>

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:

- Benchmark Universe
- Reading A-Z
- Study Dog
- Brain Pop Jr.
- Discovery Education

Grade 1 ELP Standards

Grade 1: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds, picture books, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics, • answer questions about key details • retell some key details or events <p>from read-aloud texts, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details • retell stories, including key details <p>from read-alouds, written texts, and oral presentations.</p>
1.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • listen to short conversations • respond to simple yes/no and some wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations • take turns • respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short discussions, conversations, and short written exchanges • follow rules for discussion • ask and answer simple questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • respond to the comments of others • make comments of his or her own <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others • contribute his or her own comments <p>about a variety of topics and texts.</p>

Grade 1: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> communicate simple messages <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts <p>about familiar topics, stories, experiences, or events.</p>	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>including a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>
1.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express a preference or opinion <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> express an opinion <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> express an opinion give a reason for the opinion <p>about familiar stories, experiences, or events.</p>	<ul style="list-style-type: none"> express opinions give a reason for the opinion <p>about a variety of texts, topics, experiences, and events.</p>	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure <p>about a variety of texts, topics, experiences, or events.</p>
1.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information label information <p>from provided sources</p> <p>showing limited control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information <p>from provided sources</p> <p>showing emerging control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information <p>from provided sources</p> <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question <p>from provided sources</p> <p>showing increasingly independent control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question <p>from provided sources</p> <p>showing independent control.</p>

Grade 1: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, <ul style="list-style-type: none"> • identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> • identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> • identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> • identify appropriate reasons an author or a speaker gives to support the main point.
1.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<ul style="list-style-type: none"> • show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> • show awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> • shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to.
1.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	using sentence-level context and visual aids, <ul style="list-style-type: none"> • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p>	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, <ul style="list-style-type: none"> • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes), <ul style="list-style-type: none"> • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

Grade 1: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> • retell an event • present simple information with emerging control of some frequently occurring linking words.	with support (including modeled sentences), <ul style="list-style-type: none"> • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>).	 <ul style="list-style-type: none"> • recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>).	 <ul style="list-style-type: none"> • recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).
1.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions. 	with support (including visual aids and sentences) <ul style="list-style-type: none"> • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and, but, or</i>) • produce simple sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts.	 <ul style="list-style-type: none"> • use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences in response to prompts.	 <ul style="list-style-type: none"> • use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences in response to prompts.