

# 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- **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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

**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.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### 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 21<sup>st</sup> 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for **Social and Instructional** purposes.

**Grade Level: 1**

16.1.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.1.1.1L</b> Follow one-step oral directions as modeled by the teacher (e.g., Open your book.)	<b>16.1.1.2L</b> Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] ... and take out a pencil.)	<b>16.1.1.3L</b> Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.)	<b>16.1.1.4L</b> Follow combined oral directions of increasing complexity with visual or nonverbal support. (e.g., Write your name on the top left-hand side of the paper.)	<b>16.1.1.5L</b> Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.)	Not Applicable
	Reading	<b>16.1.1.1R</b> Follow written directions using diagrams or pictures with teacher modeling.	<b>16.1.1.2R</b> Follow written directions using labeled pictures with a partner.	<b>16.1.1.3R</b> Follow visually supported written directions with a small group.	<b>16.1.1.4R</b> Follow written directions with peer or teacher assistance.	<b>16.1.1.5R</b> Follow high frequency/familiar written directions.	Not Applicable
PRODUCTIVE	Speaking	<b>16.1.1.1S</b> Repeat simple words stated by teacher.	<b>16.1.1.2S</b> Repeat phrases, and memorized chunks of language stated by teacher.	<b>16.1.1.3S</b> Use phrases and simple statements with a partner.	<b>16.1.1.4S</b> Participate in class discussions on familiar social and academic topics.	<b>16.1.1.5S</b> Initiate conversation with peers and teachers on familiar social and academic topics.	Not Applicable
	Writing	<b>16.1.1.1W</b> Copy written language with teacher modeling.	<b>16.1.1.2W</b> Complete modeled sentence starters with teacher support.	<b>16.1.1.3W</b> Form simple sentences using word/phrase bank and peer support.	<b>16.1.1.4W</b> Produce original sentences using a word/phrase bank.	<b>16.1.1.5W</b> Create a related series of sentences in response to prompts.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**Grade Level: 1**

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.2.1.1L</b> Point to illustrations of key story details in response to teacher prompt (e.g., where is Owl's bed? Where is the moon?) <u>Owl at Home</u> by Arnold Lobel	<b>16.2.1.2L</b> Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g., When is owl scared/sad/happy?)	<b>16.2.1.3L</b> Sequence illustrations of key story details following a read aloud using a graphic organizer.	<b>16.2.1.4L</b> Respond to questions about key story details of a read aloud in a small group	<b>16.2.1.5L</b> Respond to a read aloud by role-playing key details with a partner.	CC.1.5.1.B
	Reading	<b>16.2.1.1R</b> Identify main ideas of a text using story illustrations and teacher prompts (e.g., Show me what little bear cooks. Who are little bear's friends?) <u>Little Bear</u> by Elsa Holmelund Minarik	<b>16.2.1.2R</b> Identify main idea of a text by matching story illustrations to labels with teacher support.	<b>16.2.1.3R</b> Identify main idea of a text by matching story illustrations to phrase strips with peer support.	<b>16.2.1.4R</b> Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner.	<b>16.2.1.5R</b> Compare the main ideas of grade level texts using a graphic organizer with a partner.	CC.1.2.1.A
PRODUCTIVE	Speaking	<b>16.2.1.1S</b> Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). <u>Owl at Home</u> by Arnold Lobel	<b>16.2.1.2S</b> Describe the main events of a text using words and short phrases with visual support.	<b>16.2.1.3S</b> Retell the main events of a text with some relevant details with partner.	<b>16.2.1.4S</b> Summarize the main events of a text with relevant details in a group.	<b>16.2.1.5S</b> Summarize the main events of a text with relevant details with a partner.	CC.1.5.1.D

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
<b>PRODUCTIVE</b>	<b>Writing</b>	<p><b>16.2.1.1W</b> Label an illustrated sequence of events using a word wall with teacher support (e.g., pot, soup, Hen comes). <u>Little Bear</u> by Elsa Holmelund Minarik</p>	<p><b>16.2.1.2W</b> Complete cloze sentences describing events (e.g., Little Bear makes soup with ____.) using a word wall.</p>	<p><b>16.2.1.3W</b> Write 2-3 sentences recounting two or more sequenced events using sentences starters.</p>	<p><b>16.2.1.4W</b> Retell story events in a paragraph recounting two or more sequenced events, using a picture dictionary and/or guided model.</p>	<p><b>16.2.1.5W</b> Summarize story events describing two or more sequenced events using a guided model.</p>	CC.1.4.1.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**Grade Level: 1**

16.3.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.3.1.1L</b> Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	<b>16.3.1.2L</b> Sort objects according to their lengths in response to oral instructions with a partner (e.g., Put the long ___ [pencils, crayons] on XX's desk. Put the short ones on YY's desk.)	<b>16.3.1.3L</b> Order objects according to their lengths (e.g., short, shorter, shortest; longer than) in response to oral directions with a partner.	<b>16.3.1.4L</b> Compare the lengths of objects in response to oral instructions using a graphic organizer in a small group.	<b>16.3.1.5L</b> Follow multi-step oral descriptions to compare the length of objects (e.g., The ruler is longer than the pencil; ...as long as) in a small group.	CC.2.4.1.A.1
	Reading	<b>16.3.1.1R</b> Match indirect measurement words (e.g., smaller, longest) with illustrations and teacher modeling.	<b>16.3.1.2R</b> Order labeled pictures of objects by length with a partner.	<b>16.3.1.3R</b> Identify indirect measurement words embedded in a simple word problem with a partner.	<b>16.3.1.4R</b> Select and use objects as described by length in a visually supported grade-level word problem.	<b>16.3.1.5R</b> Select and use objects as described by length in a grade-level word problem with peer support.	CC.2.4.1.A.1
PRODUCTIVE	Speaking	<b>16.3.1.1S</b> Name the operation used to solve a simple math problem using with teacher modeling.	<b>16.3.1.2S</b> Restate the steps of an operation to solve a math problem using manipulatives in a small group.	<b>16.3.1.3S</b> Describe the steps used in an operation to solve a math problem using manipulatives in a small group.	<b>16.3.1.4S</b> Compare possible operations to solve a math problem using manipulatives in a small group.	<b>16.3.1.5S</b> Justify the operation used to solve a math problem using manipulatives with a partner.	CC.2.2.1.A.1
	Writing	<b>16.3.1.1W</b> Label single-word mathematical terms used in addition (e.g., plus, sum) using an illustrated word bank.	<b>16.3.1.2W</b> Compose phrases about a visually-supported addition problem using a word bank.	<b>16.3.1.3W</b> List the steps to solve an addition problem using sentence frames (e.g., "Start with the first number...").	<b>16.3.1.4W</b> Construct and solve an addition math story problem using a guided model.	<b>16.3.1.5W</b> Write multiple addition math story problems to be shared with classmates.	CC.2.2.1.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**Grade Level: 1**

16.4.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.4.1.1L</b> Construct models to test force and motion based on one-step oral commands in small groups using L1 or L2.	<b>16.4.1.2L</b> Construct models to test force and motion based on segmented instruction (e.g. "Get the blocks. [pause] Get the ramp. [pause]...") in small groups using L1 or L2.	<b>16.4.1.3L</b> Construct models to test force and motion based on a series of oral statements using realia in a small group.	<b>16.4.1.4L</b> Construct models to test force and motion based on oral discourse using realia in a small group.	<b>16.4.1.5L</b> Construct models to test force and motion based on extended oral discourse using realia with a partner.	3.2.1.B1
	Reading	<b>16.4.1.1R</b> Match labels to samples of earth materials (e.g., soil, sand) with a partner.	<b>16.4.1.2R</b> Identify characteristics of earth materials based on illustrated descriptions with a partner.	<b>16.4.1.3R</b> Sort characteristics of earth materials based on illustrated texts using a graphic organizer in a small group.	<b>16.4.1.4R</b> Sort characteristics of earth materials based on illustrated texts using a graphic organizer.	<b>16.4.1.5R</b> Match descriptive phrases to realia or photographs of earth materials.	3.3.1.A1
PRODUCTIVE	Speaking	<b>16.4.1.1S</b> Point to and name parts of an illustrated food chain with teacher modeling.	<b>16.4.1.2S</b> Describe (using words and phrases) the parts of a food chain presented in a model or illustration with a partner.	<b>16.4.1.3S</b> Describe (using simple sentences) the parts of a food chain from illustrated models.	<b>16.4.1.4S</b> Discuss the relationship between the parts of a food chain from illustrated models using sentence frames with a partner.	<b>16.4.1.5S</b> Discuss the relationship between the parts of a food chain from illustrated models in a small group.	4.1.1.C
	Writing	<b>16.4.1.1W</b> Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	<b>16.4.1.2W</b> Describe the stages of life cycles using drawings and phrases an illustrated word bank.	<b>16.4.1.3W</b> Describe the stages of life cycles using phrases and sentences with an illustrated word bank.	<b>16.4.1.4W</b> Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer.	<b>16.4.1.5W</b> Produce stories about the stages of life cycles with visual support.	3.1.K.A3

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**Grade Level: 1**

16.5.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.5.1.1L</b> Match pictures of birthday celebrations of other cultures in response to teacher stated words (e.g. Show me the cake; Where is the present?)	<b>16.5.1.2L</b> Identify illustrations from birthday celebrations of other cultures in response to descriptive phrases.	<b>16.5.1.3L</b> Sequence picture cards after listening to a story about a birthday celebration in another culture.	<b>16.5.1.4L</b> Compare and contrast birthday celebrations using a graphic organizer after watching video clips.	<b>16.5.1.5L</b> Reenact a story about a birthday celebration in another culture.	8.4.1.C
	Reading	<b>16.5.1.1R</b> Identify labeled seasonal pictures with teacher modeling and prompts.	<b>16.5.1.2R</b> Match seasonal pictures to labels with teacher prompts.	<b>16.5.1.3R</b> Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	<b>16.5.1.4R</b> Sequence information about seasonal changes from illustrated text using a graphic organizer (e.g., timeline).	<b>16.5.1.5R</b> Connect information about seasonal changes and lifestyle from illustrated texts using a graphic organizer (e.g., semantic web).	7.3.1.A
PRODUCTIVE	Speaking	<b>16.5.1.1S</b> Name places on maps working with a partner (e.g., This is the hospital.)	<b>16.5.1.2S</b> Ask and answer WH-questions about places on a map with a partner (e.g., Where is Pennsylvania?)	<b>16.5.1.3S</b> Give directions from one place to another using a map with a partner.	<b>16.5.1.4S</b> Plan a trip using a map working with a partner.	<b>16.5.1.5S</b> Engage in discussion about the benefits/challenges of traveling to various locations using a map key in a small group.	7.1.1. B
	Writing	<b>16.5.1.1W</b> Illustrate and label classroom/school rules using words or short phrases with an illustrated work bank.	<b>16.5.1.2W</b> Illustrate and label classroom/school rules using phrases or short sentences with an illustrated word bank.	<b>16.5.1.3W</b> Complete sentences describing the importance of school rules using sentence stems (e.g., We must be quiet when ...)	<b>16.5.1.4W</b> Write sentences describing the importance of school rules using a graphic organizer.	<b>16.5.1.5W</b> Write a letter to the teacher or principal making suggests for new school rules using a guided model.	5.1.1.B