



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1st

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| <u>Course Title: Foundational Skills</u> | <u>Course time prior to PSSA:</u> Throughout school year |
| <u>Course Overview/Big Ideas:</u> Effective readers use appropriate strategies to construct meaning. | <u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx# |
| <u>Course Essential Questions:</u> How do strategic readers create meaning from informational and literary text? | <u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/ |
| <u>State and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org | <u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan |
| <u>Connections to Other Standards:</u> ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views | <u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/ |



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| Unit Focus Standards Addressed | Thinking Strategies Addressed | Graphic Organizers | |
|---|-------------------------------|--------------------|--|
| Foundational Skills Standards: 1.1.1.B- CC.1.1.1.E | | N/A | |

Assessments Definitions:

- Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA
- Formative: feedback, usually not graded, questions/answers, observations, conferences
- Benchmark: District tests, DIBELS, NWEA
- Summative: graded tests and assignments after concept is taught



Unit Title: Foundational Skills

Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark Summative |
|---|--|---|--|--|--|
| 1.1.1.B | Demonstrate understanding of the organization and basic features of print. | Student will: <ul style="list-style-type: none"> •follow words left to right, top to bottom, page by page, front to back, and turn pages in correct direction. •Recognize that spoken words are represented in written language by a specific sequence of letters. •Recognize and name all lowercase and uppercase letters of the alphabet | author illustrator page table of contents letter word sentence punctuation •period •question mark •exclamation point •quotation marks | McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) <ul style="list-style-type: none"> •Anthology •Big Books •Leveled readers •Classroom Library Tradebooks (M/H) •ebooks •Teacher’s Edition •M/H electronic resources Classroom Library Books Teacher Resources | McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) <ul style="list-style-type: none"> •Teacher observation •Letter naming checklist •Anecdotal Notes |



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| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|---|---|--|---------------------------|--|--|
| | | <ul style="list-style-type: none">•Differentiate first/last letter in a word, first and last word in a sentence•Locate punctuation: periods, question marks, exclamation points, and quotation mark | | M/H Resources: <ul style="list-style-type: none">•interactive alphabet poster•interactive letter cards•interactive games | <ul style="list-style-type: none">•Teacher observation•Letter naming checklist•Anecdotal Notes•DIBELS |



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(Foundational Skills)

| Common Core State Standards (CCSS) Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments |
|---|--|---|--|--|---|
| CC Code ESASD curriculum date | Recognize the distinguishing features of a sentence. | Student will: •Understand that words are separated by spaces in print •Differentiate between first and last word in a sentence | word sentence | M/H TE Unit#1-6 | |
| 1.1.1.C | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | Student will: •Distinguish long from short vowel sounds in spoken single-syllable words. •Count, pronounce, blend, segment syllables in spoken/written words. | syllables vowels blend segment digraph phonemes blends | M/H TE Unit#1-5 M/H TE Unit#1-6 | •Teacher observation •Letter/sound name checklist •DIBELS •McGraw/Hill <u>Reading Wonders Benchmark Assessment (2014)</u> M/H-BA (cont.) |



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Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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| | | <ul style="list-style-type: none"> •Orally produce single-syllable words, including digraphs and consonant blends. •Identify, isolate, categorize, 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. | syllables vowels blend segment digraph phonemes blends | M/H TE Unit#1-6 | <ul style="list-style-type: none"> •McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) M/H-UA •McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) M/H-WA •DIBELS •Anecdotal Notes |
|--|--|--|--|-----------------|---|

Unit Title: Foundational Skills

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Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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|--|--|--|---|---|--|
| | | <ul style="list-style-type: none">•Decode/encode one- and two-syllable, real and pseudo/make believe words, with the following syllable types: closed (VC, CVC) and Long Vowel – silent e (CVCe)•Decode/encode one- and two-syllable words with common vowel pairs (ee, ai, oa, ea, ay, ow, ie, ue) | letters digraphs blends vowel teams consonants syllables | M/H TE Unit#1-6 Multi Syllable Routines (MSR) | <ul style="list-style-type: none">•Teacher observation•DIBELS•M/H BA•M/H PAA•M/H UA•M/H WA•Anecdotal Notes |
|--|--|--|---|---|--|



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Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|--|--|---|---|
| | | <ul style="list-style-type: none"> •Read grade-level words w/inflectional endings. •Read grade-appropriate irregularly spelled words. •Read Grade Level Sight Words with automaticity •Decode rhyming words •Decode and encode words with two-letter consonant blends | word endings (inflected) rhyming sight words blends digraphs onset/rime (word families) | M/H TE Unit#1-6 | <ul style="list-style-type: none"> •Teacher observation •DIBELS •M/H BA •M/H PAA •M/H UA •M/H WA •sight word check •Anecdotal Notes |



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Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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|-------------------------------------|---|---|--|---|--|
| CC Code ASD curriculum update | Print all upper and lower case letters (Manuscript) | <ul style="list-style-type: none"> •Decode and encode words with digraphs •Decode and encode word family words Student will: <ul style="list-style-type: none"> •Print utilizing the basic conventions of manuscript handwriting. •Print all upper and lower case letters with proper form, size, and slant. •Use proper spaces between words. | | M/H TE Unit#1-6 M/H Start Smart online practice sheets Lined Handwriting paper M/H Online interactive activities M/H G1 Handwriting Manuscript Workbook | <ul style="list-style-type: none"> •Teacher observation •DIBELS •M/H BA •M/H PAA •M/H UA •M/H WA •Anecdotal Notes |
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Unit Title: Foundational Skills

Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. **(Foundational Skills)**

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students | Content Vocabulary | Materials, Resources, Instructional | Assessment |
|---|---|--|---------------------------|--|-------------------|
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| | | need to be able to do (skills) | | Activities | |
|---------|---|--|--------------------------------|---|--|
| 1.1.1.E | Read with accuracy and fluency to support comprehension | Student will: <ul style="list-style-type: none">•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 as necessary | accuracy rate expression | M/H TE Unit#1-6 M/H Anthology Leveled Readers ebooks | <ul style="list-style-type: none">•Teacher observation•DIBELS•M/H BA•M/H PAA•M/H UA•M/H WA•Anecdotal Notes |



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Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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Foundational Skills)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
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| | | do (skills) | | | |
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| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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| | | | | | |

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| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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| <p>Unit Title: Informational Text</p> | <p>Course time prior to PSSA: Throughout school year</p> |
| <p>Unit Overview/Big Ideas: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.</p> | <p>ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</p> |
| <p>Unit Essential Questions: What is this text really about? How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?</p> | <p>Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |
| <p>Standards and National Core Academic Standards: http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p> | <p>IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan</p> |
| <p>Connecting to Other Standards: ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p> | <p>Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |



| Unit Focus Standards Addressed | Thinking Strategies Addressed | Graphic Organizers | |
|---|-------------------------------|---|--|
| Informational Standards: 1.2.1A - CC1.2.1L | | <ul style="list-style-type: none">•Details Chart•Main Idea•Concept Web with circle•Venn Diagram•Main Idea with Details•Problem, Steps, Solutions•Beginning, Middle, End•Fantasy vs. Reality Chart•Predict vs. Happens Chart•Fact, Fact, Conclusion•Read, Know, Inference•First, Next, Last•Cause & Effect | |

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



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Grade: 1

Unit Title: Informational Text

Content Statement: Students, read, understand and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|---|---|---|---------------------------|---|--|
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| 1.2.1.A | Identify the main idea and retell main ideas of text. | Student will in written and/or oral form: <ul style="list-style-type: none"> •identify the main idea of informational text •retell main ideas of text | informational text main idea retell | McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) •Anthology Classroom Library District Science and Social Studies Classroom Library Books | McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) •Benchmark Assessment (M/H BA) •Unit Assessment (M/H UA) •Weekly Assessment (M/H WA) •Anecdotal Notes •Teacher Observation |
| 1.2.1.B | Ask and answer questions about key details in text. | Student will: <ul style="list-style-type: none"> •answer questions about key details in text. •ask questions about key details in text. •demonstrate proper listening skills. •through collaboration with | key details predict | | |

Unit Title: Informational Text

Content Statement: Students, read, understand and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
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| | | do (skills) | | | |
|---------|---|---|--|--|---|
| 1.2.1.C | Describe the connection between two individuals, events, ideas, or pieces of information in text. | peers, predict what will happen next in a story or process. Student will: •describe two individuals/ characters, events, ideas or pieces of information in a text noting likenesses /differences. | describe likenesses differences | M/H Unit # 1-6 Classroom Library District Science and Social Studies Classroom Library Books | •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |
| 1.2.1.E | Use various text features and search tools to locate key facts or information in text. | Student will: •answer questions, respond to prompts using text features(e.g. | text features headings, table of contents, glossaries, electronic menus, icons | | |

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| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students | Content Vocabulary | Materials, Resources, Instructional | Assessments |
|---|---|--|---------------------------|--|--------------------|
|---|---|--|---------------------------|--|--------------------|



| | | need to be able to do (skills) | | Activities | |
|---------|--|---|---------------------------------|--|---|
| 1.2.1.F | Ask and answer questions to help determine and clarify the meaning of words and phrases in a text. | <p>headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Student will:</p> <ul style="list-style-type: none"> •use lists of words related to text • ask questions to identify and define vocabulary. •Identify the difference between facts and opinions. | vocabulary facts opinions | <p>M/H Unit #1-6</p> <p>Classroom Library</p> <p>District Science and Social Studies Classroom Library Books</p> | <ul style="list-style-type: none"> •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |

Unit Title: Informational Text

Content Statement: Students, read, understand and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.



| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|--|--|--|---|---|
| 1.2.1.G | Use the ideas and illustrations in a text to describe its key ideas. Describe how text features help readers find information. | Student will: <ul style="list-style-type: none"> •view pictures and/or illustrations in texts and read texts to generate lists of details. •locate words in the texts that are related to the illustrations. •explain how text features help locate key details in texts. •Locate information using topic words and sentences. <ul style="list-style-type: none"> o Understand | illustrations details text features topic words topic sentences key words headings | M/H Unit #1-6 Classroom Library District Science and Social Studies Classroom Library Books | <ul style="list-style-type: none"> •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |

Unit Title: Informational Text

Content Statement: Students, read, understand and respond to informational text- with an emphasis on



comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|--|---|--------------------|---|---|
| | | <ul style="list-style-type: none"> o the purposes of various resources. o Select sources for gathering information o Use picture clues, key words, and headings to locate information. o Search word walls, lists, text and electronic media to find information. | | M/H Unit #1-6 Classroom Library District Science and Social Studies Classroom Library Books | <ul style="list-style-type: none"> •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |

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comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|---|---|---------------------------------------|---|---|
| 1.2.1.H | Identify the reasons an author gives to support points in a text. | Student will: <ul style="list-style-type: none"> •answer questions that identify the reasons that support the points the authors are making •identify key points and state supporting reasons | supporting details evidence | M/H Unit #1-6 Classroom Library District Science and Social Studies Classroom Library Books | <ul style="list-style-type: none"> •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |
| 1.2.1.I | Identify basic similarities in and differences between two texts on the same topic. | Student will: <ul style="list-style-type: none"> •complete Venn diagrams •use yes or no cards to answer questions about two texts | Venn Diagram similarities differences | | |



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| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
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| 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. | Student will: •use new vocabulary words correctly in conversations and writing | | M/H Unit #1-6 Classroom Library District Science and Social Studies Classroom Library Books | •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |
|---------|---|---|--|---|---|



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| SA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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| 1.2.1.K | Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content. | Student will: •match vocabulary words to pictures •ask questions to to identify and define vocabulary | vocabulary multi-meaning words | M/H Unit #1-6 Classroom Library District Science and Social Studies Classroom Library Books | •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher Observation |
| 1.2.1.L | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | Student will: •independently read informational text with fluency. •answer questions to demonstrate comprehension of text read. | nonfiction informational text | | |



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| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
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|--|---|
| <p>Unit Title: Literature</p> | <p><u>Course time prior to PSSA:</u> Throughout school year</p> |
| <p><u>Unit Overview/Big Ideas:</u> Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express ideas and information.</p> | <p><u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</p> |
| <p><u>Unit Essential Questions:</u> How does a reader's purpose influence how text should be read? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p> | <p><u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |
| <p><u>Standards and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p> | <p><u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan</p> |
| <p><u>Connections to Other Standards:</u> ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p> | <p><u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |



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| Unit Focus Standards Addressed | Thinking Strategies Addressed | Graphic Organizers | |
|---|-------------------------------|--|--|
| Literature Standards 1.3.1.A- CC.1.3.1.K | | <ul style="list-style-type: none"> •Details Chart •Main Idea •Story Elements with Cause & Effect •Concept Web with circle •Venn Diagram •Main Idea with Details •Story Elements with Details •Problem, Steps, Solutions •Clue, Clue, Clue, Theme •Story Elements with Beginning, Middle and End •Story Elements with Problems and Solutions •Beginning, Middle, End •Fantasy vs. Reality Chart •Predict vs. Happens Chart •Read, Know, Inference •First, Next, Last •Cause & Effect | |

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|---|--|--|--|--|--|
| 1.3.1.A | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Student will in oral and/or written form: <ul style="list-style-type: none"> •Retell stories using key details. •Identify the main idea of a story. •Identify and complete predictable language patterns and begin to recognize structure in poetry. | key details main idea | McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) <ul style="list-style-type: none"> •Anthology, Big Books, Leveled readers, Tradebooks, ebooks, Teacher's Edition •M/H electronic resources <u>Interactive Read-Alouds</u> by Linda Hoyt, (2007) (IRA) | McGraw/Hill <u>Reading Wonders</u> (2014) (M/H) <ul style="list-style-type: none"> •M/H BA •M/H UA •M/H WA •Anecdotal Notes •Teacher observation |
| 1.3.1.B | Ask and answer questions about key details in a text. | Student will: <ul style="list-style-type: none"> •answer and formulate questions about important details in informational texts. •Use illustrations and text to make logical predictions. | questions illustrations key details predict | Junior Great Books (JGB) Classroom Library Teacher Resources | |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

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Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|---|---|---|---------------------------|---|--|
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

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| 1.3.1.C | Describe characters, settings, and major events in a story, using key details. | Student will: •use evidence /key details from story to describe characters, setting and events. | key details characters setting events | M/H TE Unit#1-6 IRA JGB Classroom Library | •Teacher observation •M/H BA •M/H UA •M/H WA •Anecdotal Notes |
| 1.3.1.D | Identify who is telling the story at various points in a text | Student will: •read and pause throughout the story and ask questions to identify who is telling the story. •identify words in text that indicate who is telling the story. | | Teacher Resources | |



Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments |
|----------------------------------|--|---|--|---|---|
| 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. | Student will: •Identify characteristics of fiction and nonfiction text. •Compare and contrast features of fiction and nonfiction text. •Differentiate between dialogue and actions in plays and stories. | fiction nonfiction dialogue plays | M/H TE Unit#1-6 IRA JGB Classroom Library Teacher Resources | •Teacher observation •M/H BA •M/H UA •M/H WA •Anecdotal Notes |
| 1.3.1.F | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Student will: •Identify sensory and feeling words. •Identify literary devices in rhyme, rhythm, repetition and patterns. | sensory words rhyme rhythm repetition | | |



Unit Title: Literature

Unit Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|--|--|---|---|---|
| 1.3.1.G | Use illustrations and details in a story to describe characters, setting, or events. | Student will: •look at illustrations from story and identify key details. •find words and illustrations in story to describe characters, setting, or events. | illustration key details characters setting events key details | M/H TE Unit#1-6 IRA JGB Classroom Library Teacher Resources | <ul style="list-style-type: none"> •Teacher observation •M/H BA •M/H UA •M/H WA •Anecdotal Notes |
| 1.3.1.H | Compare/contrast the adventures and experiences of characters in familiar stories. | Student will: •identify basic similarities in and differences between characters and their experiences in two texts on the same topic. | characters similarities differences compare contrast | | |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

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|---------|---|---|--|---|---|
| 1.3.1.K | Read and comprehend literature on grade level, reading independently and proficiently | Student will: •read grade level text independently with fluency and accuracy. •demonstrate comprehension of grade level text read independently | | M/H TE Unit#1-6 IRA JGB Classroom Library Teacher Resources | •Teacher observation •M/H BA •M/H UA •M/H WA •Anecdotal Notes |
|---------|---|---|--|---|---|



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Unit Title: Literature

Content Statement: Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1



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| <p><u>Course Title:</u> Speaking and Listening</p> | <p><u>Course time prior to PSSA:</u> Throughout school year</p> |
| <p><u>Course Overview/Big Ideas:</u> Productive speaking and listening are essential for productive communication. Speaking provides the opportunity to learn, reflect, and respond.</p> | <p><u>ELL Differentiation:</u> http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#</p> |
| <p><u>Course Essential Questions:</u> How does productive oral communication rely on speaking and listening?</p> | <p><u>Enrichment:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |
| <p><u>State and National Core Academic Standards:</u> http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p> | <p><u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan</p> |
| <p><u>Connections to Other Standards:</u> ISTE: www.iste.org/standards/nets-for-students.aspx Peer and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p> | <p><u>Remediation:</u> Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

| Unit Focus Standards Addressed | Thinking Strategies Addressed | Graphic Organizers | |
|--|-------------------------------|--|--|
| Speaking and Listening Standards: 1.5.1.A- CC.1.5.1.G | | <ul style="list-style-type: none">•Details Chart•Main Idea•Concept Web with circle•Venn Diagram•Main Idea with Details•Problem, Steps, Solutions•Beginning, Middle, End•Fantasy vs. Reality Chart•Predict vs. Happens Chart•Read, Know, Inference•Cause & Effect | |

Assessments Definitions:

Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA

Formative: feedback, usually not graded, questions/answers, observations, conferences

Benchmark: District tests, DIBELS, NWEA

Summative: graded tests and assignments after concept is taught



Unit Title: Speaking and Listening

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|---|--|---|---------------------------|---|--|
| 1.5.1.A | Participate in collaborative conversations with peers and adults in small and larger groups. | Student will demonstrate proper conversation skills <ul style="list-style-type: none"> • take turns speaking • listen to the person speaking • do not interrupt the speaker • speak about the topic | | McGraw Hill <u>Reading Wonders</u> , (2014) (M/H) <u>Interactive Read-Alouds</u> by Linda Hoyt, (2007) (IRA) Junior Great Books (JGB) <u>Climb Inside a Poem</u> by Georgia Heard and Lester Laminack (2007) | <ul style="list-style-type: none"> • Anecdotal Notes • Teacher observation |



Unit Title: Speaking and Listening

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|---|--|--|---------------------------|---|--|
| 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. | Student will: <ul style="list-style-type: none"> •ask questions about key details. •answer questions about key details. •request clarification if something is not understood. •listen to a variety of types of literature (fiction and/or nonfiction). | key details | M/H TE Unit#1-6 IRA JGB | <ul style="list-style-type: none"> • Anecdotal Notes • Teacher observation |



Unit Title: Speaking and Listening

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|---|---|--------------------|--|--|
| 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. | Student will: <ul style="list-style-type: none"> • use appropriate listening skills. • obtain information by asking questions • Ask or answer questions to clarify something that is not understood. • Classify similar experiences with real-life events. • Predict possible outcomes. • Distinguish between characters in spoken information. | | M/H TE Unit#1-6 IRA JGB | <ul style="list-style-type: none"> • Anecdotal Notes • Teacher observation |

Unit Title: Speaking and Listening



East Stroudsburg Area School District
 English/Language Arts Curriculum
 Grade: 1

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|---|---|--------------------|--|--|
| 1.5.1.D | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Student will: <ul style="list-style-type: none"> • use a variety of adjectives and details to clearly describe and/or express ideas and feelings. | | M/H TE Unit#1-6 IRA JGB | <ul style="list-style-type: none"> • Anecdotal Notes • Teacher observation |
| 1.5.1.E | Produce complete sentences when appropriate to task and situation. | Student will: <ul style="list-style-type: none"> • speak audibly and clearly • respond in complete sentences | | M/H TE Unit#1-6 IRA JGB | |



Unit Title: Speaking and Listening

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments |
|---|--|---|---------------------------|---|---|
| 1.5.1.F | Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. | Student will: •produce illustrations and/or projects to support ideas, thoughts, and feelings. •orally share ideas, thoughts, and feelings, supported by drawings or other visual displays. | | M/H TE Unit#1-6 IRA JGB | <ul style="list-style-type: none"> • Anecdotal Notes • Teacher observation • Teacher Made Rubric |



Unit Title: Speaking and Listening

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|---|
| 1.5.1.G | Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. | When speaking orally, student will use standard: <ul style="list-style-type: none">• subject/ predicate agreement• word order• pronunciation• irregular plural | | M/H TE Unit#1-6 IRA JGB | <ul style="list-style-type: none">• Anecdotal Notes• Teacher observation |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Unit Title: Speaking and Listening

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

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
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|---|---|
| <p>Unit Title: Writing</p> | <p>Course time prior to PSSA: Throughout school year</p> |
| <p>Unit Overview/Big Ideas: Purpose, topic, and audience guide types of writing. Writing is a recursive process that conveys ideas, thoughts and feelings. Writing is a means of documenting thinking.</p> | <p>ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</p> |
| <p>Unit Essential Questions: To what extent does the writing process contribute to the quality of writing? How do we develop into effective writers? What role does writing play in our lives?</p> | <p>Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |
| <p>Standards and National Core Academic Standards: http://www.pdesas.org/Standard/PACore Additional: http://www.corestandards.org</p> | <p>IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan</p> |
| <p>Connecting to Other Standards: See: www.iste.org/standards/nets-for-students.aspx See and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views</p> | <p>Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/</p> |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1



East Stroudsburg Area School District
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Grade: 1

| Unit Focus Standards Addressed | Thinking Strategies Addressed | Graphic Organizers | |
|---|-------------------------------|---|--|
| Writing Standards L.1.4.1.A-CC.1.4.1.X | | <ul style="list-style-type: none">•Details Chart•Main Idea•Concept Web with circle•Venn Diagram•Main Idea with Details•Beginning, Middle, End•First, Next, Last | |

Assessments Definitions:

- Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA
- Formative: feedback, usually not graded, questions/answers, observations, conferences
- Benchmark: District tests, DIBELS, NWEA
- Summative: graded tests and assignments after concept is taught



Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark |
|--|--|---|-----------------------------|---|---|
| 1.4.1.A 1.4.1.B 1.4.1.C 1.4.1.D | <u>Informative/ Explanatory Style</u> Write informative/ explanatory texts to examine a topic and convey ideas and information (e.g. lists, letters, descriptions, reports, instructions) | Student will: <ul style="list-style-type: none"> • Identify and write about one specific topic. • Develop a topic with two or more facts. • Use paragraph form. • Group information and provide some sense of closure. • Organize words into a complete thought. • Arrange words in a logical sentence structure. | key details paragraph topic | McGraw Hill <u>Reading Wonders</u> , (2014) (M/H) <u>Interactive Read-Alouds</u> by Linda Hoyt, (2007) (IRA) Junior Great Books (JGB) <u>Climb Inside a Poem</u> by Georgia Heard and Lester Laminack (2007) | <ul style="list-style-type: none"> •Teacher observation •Anecdotal Notes •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work •Kid-writing •Teacher made tests |



Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments Diagnostic Formative Benchmark Summative |
|--|---|--|--------------------|---|--|
| 1.4.1.E 1.4.1.G 1.4.1.H 1.4.1.I | <u>Opinion/ Argumentative Style</u> Write opinion pieces on familiar topics. | <ul style="list-style-type: none"> Choose words and phrases for effect. Student will: <ul style="list-style-type: none"> Form an opinion by choosing among given topics. Support the opinion with reasons related to the opinion. | opinion paragraph | M/H IRA JGB <u>Climb Inside a Poem</u> | <ul style="list-style-type: none"> Teacher observations Anecdotal Notes Unit Assessments (Unit #4-6) Benchmark Assessment #2 Writing Rubrics (Found in beginning of Unit Benchmark Assessment) End of Unit Research & Inquiry Project Student work Kid-writing Teacher made texts |



Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-organized perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessments |
|---|--|---|---|--|--|
| 1.4.1.J 1.4.1.K 1.4.1.M 1.4.1.N 1.4.1.O | <p><u>Narrative Style</u></p> <p>Write narratives to develop real or imagined experiences or events.</p> | <ul style="list-style-type: none"> • Create an organizational structure that includes reasons and provides some sense of closure. • Use a variety of words and phrases. <p>Student will:</p> <ul style="list-style-type: none"> • Determine who and what the narrative will be about. • Include thoughts and feelings to describe experiences and events. | <p>narrative sequence paragraph</p> | <p>M/H IRA JGB</p> <p><u>Climb Inside a Poem</u></p> | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work •Kid-writing •Teacher made tests •Teacher observations •Anecdotal Notes |



Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|--|--|--------------------|---|---|
| 1.4.1.P | | <ul style="list-style-type: none"> • Use a variety of words and phrases. • Include illustrations when appropriate. • Recount two or more appropriately sequenced events using descriptions, temporal words, and story elements to signal event order and provide some sense of closure. • Use a variety of words and phrases. • Include illustrations when appropriate. | | M/H IRA JGB <u>Climb Inside a Poem</u> | <ul style="list-style-type: none"> • Unit Assessments (Unit #4-6) • Benchmark Assessment #2 • Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) • End of Unit Research & Inquiry Project • Student work • Kid-writing • Teacher made tests • Teacher observation • Anecdotal Notes |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
|---|---|---|---------------------------|---|-------------------|



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|---------|--|---|--|---|--|
| 1.4.1.Q | | <ul style="list-style-type: none"> •Use a variety of words and phrases. •Include illustrations when appropriate | | M/H IRA JGB <u>Climb Inside a Poem</u> | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) •End of Unit Research & Inquiry Project •Student work •Kid-writing •Teacher made tests •Teacher observation •Anecdotal Notes |
|---------|--|---|--|---|--|

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-organized perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible | Unit Concepts – What students | Unit Competencies - | Content Vocabulary | Materials, Resources, | Assessment |
|--------------------------|-------------------------------|---------------------|--------------------|-----------------------|------------|
|--------------------------|-------------------------------|---------------------|--------------------|-----------------------|------------|



| Content | need to know | What students need to be able to do (skills) | | Instructional Activities | |
|---|--|---|--|--|--|
| 1.4.1.F (I/E) 1.4.1.L (O/A) 1.4.1.R (N) | <p><u>In all writing genres:</u></p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage capitalization, punctuation, and spelling.</p> | <p>Student will:</p> <ul style="list-style-type: none"> • Capitalize dates, names of people, the first word of a sentence, proper nouns, and the pronoun I. • Use end punctuation. • Use commas in dates and words in series. • Use nouns, pronouns, verbs, adjectives, and conjunctions properly in writing. | <ul style="list-style-type: none"> • noun • verb • adjective • pronoun • punctuation • period • comma • apostrophe • declarative • interrogative • exclamatory • period • question mark • exclamation mark | M/H IRA JGB <u>Climb Inside a Poem</u> Kid-Writing Manual (copyright 1999) | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work •Kid-writing tests • Teacher made tests •Teacher observation •Anecdotal Notes |

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-organized perspective and appropriate content. (Informational, Argumentative, and Narrative)



East Stroudsburg Area School District
 English/Language Arts Curriculum
 Grade: 1

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|--|---|--------------------|---|---|
| | | <ul style="list-style-type: none"> • Use complete simple, declarative, interrogative, and exclamatory sentences in writing. • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. • Spell most common, frequently used words correctly. | | M/H IRA JGB <u>Climb Inside a Poem</u> Kid-Writing Manual | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Ur & Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work • Kid-Writing • Teacher made tests •Teacher observation •Anecdotal Notes |

Unit Title: Writing



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-developed perspective and appropriate content. (Informational, Argumentative, and Narrative)

| ESSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|--|---|---|---------------------------|---|-------------------|
|--|---|---|---------------------------|---|-------------------|



East Stroudsburg Area School District
 English/Language Arts Curriculum
 Grade: 1

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| C.1.4.1.T | <p>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.</p> | <p>Student will:</p> <ul style="list-style-type: none"> • Revise writing to improve detail and sequential order | <p>edit revise</p> | <p>M/H IRA JGB <u>Climb Inside a Poem</u> Kid-Writing Manual</p> | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work • Kid Writing • Teacher made text •Teacher observations •Anecdotal Notes |
| C.1.4.1.V | <p>Participate in individual or shared research projects on a topic of interest.</p> | <p>Student will:</p> <ul style="list-style-type: none"> • Choose a topic of interest for an individual or shared research project. • Write a research report using an introductory sentence, factual sentences, and a | <ul style="list-style-type: none"> •topic •research •introductory sentence •factual sentences •concluding sentence | | |



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|---|---|---|---------------------------|---|-------------------|
|---|---|---|---------------------------|---|-------------------|



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|---------|--|--|--|--|---|
| 1.4.1.W | With guidance and support, recall information from experiences or gather | <p>concluding sentence.</p> <ul style="list-style-type: none"> •Gather information related to a main idea. <ul style="list-style-type: none"> • Take notes using key words and pictures from structured information • Summarize main ideas, orally or in writing, from key facts and concepts. <p>Student will:</p> <ul style="list-style-type: none"> • With support, answer questions by recalling information from | | <p>M/H IRA JGB <u>Climb Inside a Poem</u> Kid-Writing Manual</p> | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work • Kid Writing • Teacher made tests •Teacher observation •Anecdotal Notes |
|---------|--|--|--|--|---|

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors | Unit Concepts – | Unit | Content | Materials, | Assessment |
|-------------|-----------------|------|---------|------------|------------|
|-------------|-----------------|------|---------|------------|------------|



| Standard and Eligible Content | What students need to know | Competencies - What students need to be able to do (skills) | Vocabulary | Resources, Instructional Activities | |
|-------------------------------|---|--|------------|--|---|
| 1.4.1.X | <p>information from provided sources to answer a question.</p> <p>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.</p> | <p>experiences or provided sources.</p> <p>Student will compose:</p> <ul style="list-style-type: none"> • lists • short reports • instructions • directions • friendly letters • personal narratives • descriptions | | <p>M/H</p> <p>IRA</p> <p>JGB</p> <p><u>Climb Inside a Poem</u></p> <p>Kid-Writing Manual</p> | <ul style="list-style-type: none"> •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work • Kid Writing • Teacher made tests •Teacher observation •Anecdotal Notes |

Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
|----------------------------------|--|---|--------------------|---|---|
| 1.4.1.U | With guidance and support, explore a variety of digital tools to produce and publish writing in collaboration with peers | Student will: •use a variety of digital tools to produce and publish writing, collaborating with peers | | M/H IRA JGB <u>Climb Inside a Poem</u> Kid-Writing Manual | •Unit Assessments (Unit #4-6) •Benchmark Assessment #2 •Writing Rubrics (Found in beginning of Unit & Benchmark Assessment books) •End of Unit Research & Inquiry Project • Student work • Kid Writing • Teacher made tests •Teacher observation •Anecdotal Notes |

Unit Title: Writing



East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 1

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

| SSA Anchors and Eligible Content | Unit Concepts – What students need to know | Unit Competencies - What students need to be able to do (skills) | Content Vocabulary | Materials, Resources, Instructional Activities | Assessment |
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