

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3 Identify the purposes and types of text (e.g. literature, information) before reading**

Course Content	Student Performance	Resources	Assessments
A. Identify the purpose of a text using illustrations, title, etc. (e.g. – to tell a story, get information).	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Respond to questions to activate prior knowledge. • Share experiences. • Picture walks. • Make predictions. • Create KWL chart. • State purpose of text (tell a story or give information). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take a Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me</u> Addison Wesley Educational Publishers, Inc, 2002 • Leveled Readers (Appendix) • Literature/trade books • Graphic organizer transparencies and black line masters (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • Graphic Organizers (story maps, story frames)

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3 Preview the text formats (e.g. headings, chapters, and table of contents)**

Course Content	Student Performance	Resources	Assessments
<p>B. Preview text to identify the title, author and parts of the book.</p> <ul style="list-style-type: none"> Use correct book handling skills (e.g. – left to right, top to bottom, front to back, turn pages in correct direction). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrates correct book handling and concepts of print. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take a Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u> Addison Wesley Educational Publishers, Inc, 2002 Leveled Readers (Appendix) Literature 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists Graphic Organizers (story maps, story frames)

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3 Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading.**

Course Content	Student Performance	Resources	Assessments
<p>C. Manipulate the structural features of spoken and written language using word analysis, and picture and context clues to read and decode words in simple sentences and stories.</p> <ul style="list-style-type: none"> Recognize and read one-syllable words, simple multi-syllable, and high frequency sight words. (Performances: a, b, c, f) Identify and categorize initial, medial and final sounds, including blends and digraphs. (Performances: c, d, e) Use knowledge of letter to sound correspondence and familiar spelling patterns to read unknown words. (Performances: c, d, e, f) Read compound words, contractions, possessives, and words with inflectional endings. (Performances: f, h) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> a) Identify pre-primer, primer & First Grade Dolch words with automaticity. b) Identify 133 unit sight words with automaticity. c) Decode nonsense words, one syllable, and multi-syllable words. d) Identify beginning, middle, and ending sounds in words including blends and digraphs. e) Identify upper and lower case letters and corresponding sounds (consonant, short and long vowels). f) Identify and read: <ul style="list-style-type: none"> 1. One syllable words (ex. vc, cvc, cvce, vowel pairs: ee, ai, oa, ea ,ay) 2. Simple multi-syllable words 3) two consonant blends 4) rhyming words 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share,</u> <u>Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me,</u> Addison Wesley Educational Publishers, Inc, 2002 Phonics workbook Phonics Take-Home Readers Phonics Song and Rhymes Flip Chart Practice Books Phonics Vocabulary Chart Audio Tapes Leveled Readers (Appendix) Phonemic Games/Centers Vowel Pattern List (Appendix) LeapFrog Letter Factory DVD 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists SF Vocab/Comprehension Quizzes Charts (including word family charts, contractions, et....) Guided Reading Sight Word/Dolch Word Lists/Power Point Slide Show Progress Monitoring Dibels

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

<ul style="list-style-type: none"> • Demonstrate correspondence between consonant and short-vowel sounds to letter symbols.. (Performances: f1-f8) • Long vowels (Performances: f1 – f8) • Segment and blend sequences of sounds to decode words (e.g.- blends, digraphs, and r-controlled vowels) (Performances: h) • Produce speech sounds that correspond to written letter symbols and letter combinations (e.g. – digraphs, blends, and r-control vowels). (Performances: c, d, e, f, h) • Use voice marks at the end of sentences to guide fluent oral reading and as a clue to meaning. (Performances: g) • Produce a series of rhyming words including words with blends. (Performances: i) 	<ul style="list-style-type: none"> • 5) word family words (spelling words): -an, -ap, -at, ig, -it, -og, -op, -ot, -en, -et, -ug, -up, -ut, (closed vowel pattern, -VC) -ake, (Vowel pattern using – VCe) & (open vowel pattern, CV) • 6) compound words • 7) contractions • 8) words with inflected endings • 9) words with r-controlled vowels • g) Recognize ending punctuation as a clue to gain meaning from text. • h) Segment and blend sequences of sounds (auditory, oral, written words). • i) Produce/ create rhyming words. • j) Identify the number of syllables in a spoken word(e.g. by clapping). • k) Apply visual strategies to decipher new words and text (e.g. picture clues). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Phonics workbook • Phonics Take-Home Readers • Phonics Song and Rhymes Flip Chart • Practice Books • Phonics Vocabulary Chart • Audio Tapes • Leveled Readers (Appendix) • Phonemic Games/Centers (SF Phonics and Word-Building Cards, Phonics Activity Mats, <u>Phonemic Awareness</u>) • Vowel Pattern List (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • SF Vocab/Comprehension Quizzes • Graphic Organizers (story maps, story frames) • Charts • Sound boxes with letter tiles/chips (elkonin boxes)
---	---	--	--

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

<ul style="list-style-type: none"> • Demonstrate understanding of syllables in a word. (Performance: j) • Decode and encode words containing digraphs, consonant blends/clusters, short vowels, silent e and r-controlled vowels. (Performances: c, d, e, f, g, h, I, j, k) 		<ul style="list-style-type: none"> • LeapFrog Letter Factory DVD • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Phonics workbook • Phonics Take-Home Readers • Phonics Song and Rhymes Flip Chart • Practice Books • Phonics Vocabulary Chart • Audio Tapes • Leveled Readers (Appendix) • Phonemic Games/Centers • Vowel Pattern List (Appendix) • Decodable Readers (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • SF Vocab/Comprehension Quizzes • Graphic Organizers (story maps, story frames) • Charts • Sound boxes with letter tiles/chips (elkonin boxes)
---	--	---	--

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3 Read text using self monitoring comprehension strategies**

Course Content	Student Performance	Resources	Assessments
<p>D. Read text using self-monitoring comprehension strategies and visual cues (e.g. – predict and revise predictions, use picture and structural clues, question, reread and clarify for meaning).</p> <ul style="list-style-type: none"> • Use illustrations and text to make, monitor and revise predictions. • Metacognition - Reread and self-correct while reading. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply reading strategies before, during and after: <ul style="list-style-type: none"> - activate prior knowledge - preview / predict / revise prediction - use picture walk/picture clues - set purpose - self questioning - use structural clues - reread - retell • Create word charts (e.g. Word of the Day, Word Lists). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Leveled Readers (Appendix) • Literature • Listening centers • Recorded stories • Graphic organizers (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>) • SF Writing for Sounds (Appendix - dictated sentences) • Think Aloud/ Modeling of 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • SF Vocab/Comprehension Quizzes • Graphic Organizers (story maps, story frames) • Charts • Running Records

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

		Comprehension Strategies (e.g. teaching self comprehension strategies, rereading to monitor comprehension, questions before, during and after reading)	
--	--	--	--

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3 Acquire a reading vocabulary by identifying and correctly using words. Use a dictionary when appropriate.**

Course Content	Student Performance	Resources	Assessments
<p>E. Acquire a reading vocabulary consisting of sight words, high frequency words, and word families. Use a picture dictionary when appropriate.</p> <ul style="list-style-type: none"> Discuss unknown words and word meanings as they are encountered in text. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read Pre-primer, Primer and First Grade Dolch words, high frequency words and use words correctly in a sentence. Apply knowledge of word family patterns to read words (e.g. creating and reading word family charts, create and read word family flip books, word family wheels). 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Literature Leveled Readers (Appendix) Learning work stations Dolch Word Lists (Appendix) SF series high-frequency list (Appendix) Vocabulary Chart Created Power Point - High Frequency Words 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

		<ul style="list-style-type: none"> • ESASD Instructional Bookmarks (e.g. Kids College, Think and Learn) • Educational Websites (Appendix) 	
--	--	---	--

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3 Understand the meaning of and use correctly new vocabulary learned in various subject areas.**

Course Content	Student Performance	Resources	Assessments
<p>F. Identify new vocabulary learned in various subject areas.</p> <ul style="list-style-type: none"> • Develop new vocabulary meaning using sentence structure and word order. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use context to discuss meanings of new words and develop vocabulary. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Literature • Computer software • Learning Work Stations • Scott Foresman Vocabulary Chart • Practice Books • Graphic Organizers (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • SF Vocab/Comprehension Quizzes • Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text**

Course Content	Student Performance	Resources	Assessments
<p>G. Identify the characteristics of fiction and nonfiction text.</p> <ul style="list-style-type: none"> Retell a story in logical and sequential order, including some details from text. Identify the major ideas in a story. Connect the new information in text to real life events and/or known information. Ask and answer relevant questions and make thoughtful comments about a story. Reread sentences to clarify meaning. Support answers and conclusions by locating key 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Retell/Sequence a story. Summarize. Story map/story elements: (beginning, middle, end and title, author, setting, problem, solution). Dramatic Play. Sequence word/ picture/ event cards . Identify main idea/theme. Access, activate, and share prior knowledge, experiences, and connect text to real life events. Respond appropriately to questions. Formulate questions. Participate in Think Aloud and Think-Pair-Share. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Leveled Readers (Appendix) Literature Picture & event cards KWL Chart Puppet Shows Reading Theater/Plays (Scholastic <u>Fluency Practice Read Aloud Plays</u>, <u>25 Just Right Plays for Emergent Readers</u>) 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

words and evidence from the text illustrations.	<ul style="list-style-type: none"> • Reread/ revisit story to understand text. • Locate text and/or illustrations that support responses. 	<ul style="list-style-type: none"> • Story Sequencing Cards/Pictures (Science Life Cycle Instant Learning Center) 	
---	---	--	--

State Standard: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.3H Demonstrate fluency and comprehension in reading**

Course Content	Student Performance	Resources	Assessments
<p>H. Demonstrate fluency in reading and answer comprehension questions based on material read.</p> <ul style="list-style-type: none"> • Read familiar sentences and passages aloud with accuracy, phrasing and expression. • Identifies own mistakes and makes corrections. • Use appropriate rate, rhythm, and pronunciation when reading. • Read a variety of genres. • Answer simple comprehension questions based on the material read. • Demonstrates connections and applies information and makes 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read predictable text. • Read text aloud & silently. • Participate in chants. • Read patterned text. • Reread familiar text with fluency and accuracy. • Read unfamiliar text with fluency and accuracy. • Participate in choral reading. • Participate in reading activities: partner reading, book buddies, listen to taped readings. • Self corrects while reading. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Leveled Readers (Appendix) • Literature/trade books • Phonics Readers • Phonics Chart • Reading Theater/Plays (Scholastic <u>Fluency Practice Read Aloud Plays</u>, <u>25 Just Right Plays for Emergent Readers</u>) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • SF Vocab/Comprehension Quizzes • Graphic Organizers (story maps, story frames) • Charts • Running Records • Cloze statements • Rigby Benchmarks

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

connections while reading.			
----------------------------	--	--	--

State Standard: **1.2 Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.3 Read and understand essential content of informational texts and documents in all academic areas.**

Course Content	Student Performance	Resources	Assessments
<p>A. Read, understand, and discuss essential content of informational texts.</p> <ul style="list-style-type: none"> Identify the difference between facts and opinions. Identify essential information such as facts, main idea, and supporting information from illustrations and text. Make predictions about what will happen next in a story or process, and justify. Identify how text features help us to find information (title, table of contents, headings, bold print, photographs, labels, and organization of text, etc.). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the difference between fact and fiction/fantasy. Distinguish between facts and opinions. Use illustrations and text to identify essential information (the main idea, facts, and supporting information). Use prior knowledge to make predictions and draw conclusions. Use text features to find information (e.g. pictures, photographs, charts, graphs, bold print, title, table of content). 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Leveled Readers (Appendix) Literature/trade books 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.2 Reading Critically in All Content Areas**

State Curriculum Standard: **(1.2.3 Use and understand a variety of media and evaluate the quality of material produced.**

Course Content	Student Performance	Resources	Assessments
<p>B. Identify and use a variety of media to experience stories and gain information (e.g. – books on tape, video, audio, software).</p> <ul style="list-style-type: none"> • Use electronic media for a particular purpose. (e.g. distinguish between factual and non-factual information). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use various media resources to obtain and consider information: <ul style="list-style-type: none"> ○ Books on tape ○ Books on CD ○ Videos/DVD ○ Computer software ○ Internet Sites 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me,</u> Addison Wesley Educational Publishers, Inc, 2002 • Online Media (e.g. United Streaming) • Scott Foresman tapes • Curriculum Videos • Library Resources • ESASD Instructional Resources 	<ul style="list-style-type: none"> • Teacher Observation • Teacher-made tests • Checklists • Graphic Organizers (story maps, story frames) • Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.2 Reading Critically in All Content Areas**

State Curriculum Standard: **(1.2.3 Produce work in at least one literary genre that follows the conventions of the genre.**

Course Content	Student Performance	Resources	Assessments
<p>C. Identify the conventions of a variety of genre:</p> <ul style="list-style-type: none"> • Poems • Tales • Informational 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify the different genres (poems, tales, informational). • Discuss the characteristics of a particular type of genre. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Nursery Rhyme Books or Charts (Scholastic Nursery Rhyme Flip Chart) • Poem Books/trade books • Scott Foresman Tales • Non-fiction Readers (Appendix) • Library 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Checklists • Graphic Organizers (story maps, story frames) • Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3 Read and understand works of literature**

Course Content	Student Performance	Resources	Assessments
A. Read and respond to a variety of works of literature and participate in guided discussions through read-alouds, shared readings, and independently read stories.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read various literary selections for meaning (e.g. read alouds, shared readings, guided and independent readings). • Respond to various literary selections (e.g. discussions, reports, cloze statements, journals/writings). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Scott Foresman Anthologies • Leveled Readers (Appendix) • Literature/trade books • Journals/Kid Writing • Big Books 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Checklists • SF Vocab/Comprehension Quizzes • Graphic Organizers (story maps, story frames) • Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3B Identify literary elements in stories including characters, setting and plot.**

Course Content	Student Performance	Resources	Assessments
B. Identify literary elements in stories including characters, setting, main idea, dialogue and beginning, middle, end.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify literary elements: <ul style="list-style-type: none"> Characters Setting Main Idea Dialogues (Who is talking, Who is telling the story) Beginning, Middle, End 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me,</u> Addison Wesley Educational Publishers, Inc, 2002 Story Maps (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>, Scholastic <u>Ready to Use Independent Management Kit</u>) Character Maps (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>, Scholastic <u>Ready to Use Independent Management Kit</u>) 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames, character maps) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

		<ul style="list-style-type: none"> Sequencing Activities 	
--	--	---	--

State Standard: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3C Identify literary devices in stories (Rhyme, rhythm, personification)**

Course Content	Student Performance	Resources	Assessments
C. Identify literary devices in rhyme, rhythm, repetition, and patterns.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and find examples of rhyme in reading. Chorally read and identify rhyme. Clap to rhythm in songs, poems, chants and rhymes. Participate in echo readings and choral readings. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Scott Foresman Anthologies Leveled Readers (Appendix) Phonics Chart Trade books Teacher Resource Books (Scholastic <u>Read and Write Mini Books</u>, <u>Word Family Practice Pages</u>, <u>Word Family Wheels</u>) 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

		<ul style="list-style-type: none"> Poems 	
--	--	---	--

State Standard: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3D Identify the structure in poetry (e.g. pattern books, predictable books, nursery rhymes)**

Course Content	Student Performance	Resources	Assessments
D. Identify and complete predictable language patterns and begin to recognize the structure in poetry (e.g. – pattern books, predictable books, nursery rhymes).	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read and create pattern books. Read and respond to nursery rhymes. Read and/or create predictable books. Recognize structure in predictable books by creating and reading pattern books, predictable books and nursery rhymes. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Teacher made word family books Teacher Resource Books (Scholastic <u>Read and Write Mini Books</u>, <u>Word Family Practice Pages</u>, <u>Word Family Wheels</u>) Nursery Rhyme Books and/or charts (Scholastic Nursery Rhyme Flip Chart) Trade Books 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3E Identify the structures in drama (e.g. dialogue, story enactment, acts, scenes)**

Course Content	Student Performance	Resources	Assessments
E. Identify dialogue and story action in plays and stories.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read and/or perform plays and stories in order to identify dialogue and story action. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Reading Theater/Plays (Scholastic <u>Fluency Practice</u> <u>Read Aloud Plays</u>, <u>25 Just Right Plays for Emergent Readers</u>) Kid Writing Trade Books 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3F Read and respond to nonfiction and fiction including poetry and drama**

Course Content	Student Performance	Resources	Assessments
F. Read and comprehend a variety of types of literature, including both fiction and nonfiction, including poetry.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify story elements by creating story maps and/or story boards. Demonstrate comprehension by responding to a story by creating illustrations. Demonstrate comprehension by responding to 5 W's: What, Where, Who, When, Why. Sequence a story by retelling. Summarize story events. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Sequencing cards/pictures (Science Life Cycles Instant Learning Center, Scholastic <u>First Graphic Organizers</u>) Sequencing words/sentences Graphic Organizers (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>) Trade Books 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Chart Writing Checklists SF Vocab/Comprehension Quizzes Graphic Organizers (story maps, story frames) Charts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.4 Types of Writing**

State Curriculum Standard: **1.4.3A Write narrative pieces (e.g. stories, poems, plays)**

Course Content	Student Performance	Resources	Assessments
<p>A. Illustrate and/ or write narrative pieces, including stories and poems.</p> <ul style="list-style-type: none"> • Include basic descriptions of people, places, and things in writing. • Use illustrations to accompany writing. • Include story elements in writing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use Kid Writing techniques to create words banks to help with writing projects. • Write a narrative story including a beginning, middle, and end. • Write a story that includes basic story elements. • Use detailed and relevant illustrations. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Kid Writing Manual • Journals • Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Checklists • Graphic Organizers (story maps, story frames) • Charts • Student created picture books

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.4 Types of Writing**

State Curriculum Standard: **1.4.3B Write informational pieces (e.g. descriptions, letters, reports, instructions) using illustrations when relevant**

Course Content	Student Performance	Resources	Assessments
B. Write informational sentences/ paragraph about a specific topic, using illustrations when relevant.(e.g. – lists, letters, descriptions, reports, instructions).	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write and/or illustrate informational text in sentence or paragraph form: <ul style="list-style-type: none"> ○ Directions/ instructions ○ Letters ○ Reports ○ Descriptions ○ Lists (can use in Kid Writing) 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me,</u> Addison Wesley Educational Publishers, Inc, 2002 • Kid Writing Manual • Journals • Animal report books • Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists • Graphic Organizers (story maps, story frames) • Charts • Letters

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.4 Types of Writing**

State Curriculum Standard: **1.4.3C Write an opinion and support it with facts**

Course Content	Student Performance	Resources	Assessments
C. State/ write an opinion and support it .	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write an opinion in response to a piece of literature. • Create and present a book review. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me,</u> Addison Wesley Educational Publishers, Inc, 2002 • Kid Writing Manual • Journals • Trade Books • Leveled Readers (Appendix) • Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • Graphic Organizers (story maps, story frames) • Charts • Student created book reports • Student projects

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3A Write with a sharp distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
A. Write, and illustrate when relevant, to depict specific experiences, stories, people, objects, or events with a selected focus.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Illustrate and write about various topics with a selected focus: <ul style="list-style-type: none"> ○ Personal experiences ○ Stories ○ People ○ Objects ○ Events (real and Imaginative) • Write both in informational and narrative mode: <ul style="list-style-type: none"> ○ Simple sentence(s) ○ A series of related sentences ○ Descriptive/detailed sentence(s) 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Kid Writing Manual • Journals • Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • Graphic Organizers (story maps, story frame/board) with writing component • Student created book reports • Student projects with writing component • Writing rubrics (1st Grade CA Assessment Handbook) • Teacher made rubrics

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3B Write using well-developed content appropriate for the topic.**

Course Content	Student Performance	Resources	Assessments
<p>B. Write content sentences using content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather information and organize into a complete thought. Write a series of related sentences. Incorporate details relevant to the topic when writing sentences in a story. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write both in informational and narrative mode: <ul style="list-style-type: none"> Simple sentence(s) A series of related sentences Descriptive/detailed sentence(s) 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Kid Writing Manual Journals Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists Graphic Organizers (story maps, story frame/board) with writing component Student created book reports Student projects with writing component Writing rubrics (1st Grade CA Assessment Handbook) Teacher made rubrics

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3C Write with controlled and/or subtle organization.**

Course Content	Student Performance	Resources	Assessments
<p>C. Write organized sentences</p> <ul style="list-style-type: none"> Recognize and use the correct word order in written sentences. Write a sequence of events in a logical order using key words (e.g. first, next, final). Include the beginning, middle, and end when writing a story. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a sentence with correct word order and syntax that expresses a meaningful thought. Write a sequential story/series of sentences using transition words such as first, next, last. Write a story with a clear beginning, middle and end. Write both in informational and narrative mode: <ul style="list-style-type: none"> Simple sentence(s) A series of related sentences Descriptive/detailed sentence(s) 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Kid Writing Manual Journals Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists Graphic Organizers (story maps, story frame/board) with writing component Student created book reports Student projects with writing component Writing rubrics (1st Grade CA Assessment Handbook) Teacher made rubrics

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

--	--	--	--

State Standard: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3D Write with an awareness of the stylistic aspects of composition.**

Course Content	Student Performance	Resources	Assessments
-----------------------	----------------------------	------------------	--------------------

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

<p>D. Use a variety of words and sentence structures to begin developing writer's voice.</p> <ul style="list-style-type: none"> • Uses sentences of differing length and type. • Write sentences using descriptive words and verbs in context. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write sentences of various length and type: <ul style="list-style-type: none"> ○ Telling (Declarative) ○ Asking/question (Interrogative) ○ Emotional/expressive (Exclamatory) • Write sentences using describing words (Adjectives) and action words (Verbs) in context. • Write both in informational and narrative mode: <ul style="list-style-type: none"> ○ Simple sentence(s) ○ A series of related sentences ○ Descriptive/detailed sentence(s) 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Kid Writing Manual • Journals • Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • Graphic Organizers (story maps, story frame/board) with writing component • Student created book reports • Student projects with writing component • Writing rubrics (1st Grade CA Assessment Handbook) • Teacher made rubrics • Writing Continuum
<p>E. Revise writing to improve detail and sequential order.</p>	<ul style="list-style-type: none"> • Edit written work to improve detail and sequential order (independently, or with peer and/or teacher support). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite</u> 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

	<ul style="list-style-type: none"> • Write both in informational and narrative mode: <ul style="list-style-type: none"> ○ Simple sentence(s) ○ A series of related sentences ○ Descriptive/detailed sentence(s) 	<p><u>Things Old and New, Take Me There, Surprise Me,</u> Addison Wesley Educational Publishers, Inc, 2002</p> <ul style="list-style-type: none"> • Kid Writing Manual • Journals • Kid Writing Touchstone Books (Appendix) 	<ul style="list-style-type: none"> • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • Graphic Organizers (story maps, story frame/board) with writing component • Student created book reports • Student projects with writing component • Writing rubrics (1st Grade CA Assessment Handbook) • Teacher made rubrics
--	--	--	--

State Standard: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3F Edit writing using the conventions of language.**

Course Content	Student Performance	Resources	Assessments
----------------	---------------------	-----------	-------------

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

<p>F. Edit writing using grammar, punctuation, spelling and sentence formation.</p> <ul style="list-style-type: none"> • Spell phonetically, and spell most common frequently used words correctly. • Capitalize the first word of a sentence, proper nouns and the pronoun I. • Use proper end punctuation (period, question marks, exclamation marks). • Use nouns, pronouns, verbs, and adjectives properly in writing. • Use complete simple, declarative, interrogative, and exclamatory sentences in writing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Spell unfamiliar words phonetically using vowel patterns listed p 3. • Use conventional spelling for high frequency words taught. • Capitalize the first word of a sentence, proper nouns and the pronoun I. • Use lower case letters appropriately. • Use proper end punctuation (period, question marks, exclamation marks). • Use nouns, pronouns, verbs, and adjectives properly in writing. • Use complete, simple, declarative, interrogative, and exclamatory sentences in writing. • Write both in informational and narrative mode: <ul style="list-style-type: none"> ○ Simple sentence(s) ○ A series of related 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Kid Writing Manual • Journals • Dolch Word Lists (Appendix) • Vowel Pattern List (Appendix) 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation • Teacher-made tests • Journals • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Checklists • Graphic Organizers (story maps, story frame/board) with writing component • Student created book reports • Student projects with writing component • Writing rubrics (First Grade CA Assessment Handbook) • Teacher made rubrics • Monster Test • Dictation Sentences (Appendix)
--	---	--	--

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

- | | | | |
|--|---|--|--|
| | <p>sentences</p> <ul style="list-style-type: none">○ Descriptive/detailed sentence(s) | | |
|--|---|--|--|

State Standard: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3G Present and/or defend written work for publication when appropriate.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
G. Present drawings and written work to classmates and teachers.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Produce and present illustrations with corresponding written text. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Kid Writing Manual Journals Writing Center Materials <ul style="list-style-type: none"> Stickers Pictures Greeting cards 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Kid Writing Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) Checklists Graphic Organizers (story maps, story frames) with a writing component Student created book reports Student projects with a writing component Writing Rubric (First Grade CA Assessment Handbook) Teacher made rubrics SF Writing Rubrics (Teachers Manuals)

State Standard: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3A Listen to others. Ask questions as an aid to understanding. Distinguish fact from opinion.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>A. Listen to others when they are speaking in order to respond appropriately to questions, directions and situation.</p> <ul style="list-style-type: none"> Ask questions to obtain clarifying information and check understanding. Distinguish between facts and other information. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Listen and respond appropriately to directions. Listen and respond appropriately to questions. Ask questions to clarify meaning and check understanding. Determine fact from fantasy/fiction. Classify and categorize words (e.g. color words, shape words, etc...). 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Listening Centers Picture Card Sets (SF Picture Word Cards, SF Alphabet Cards, Science McGraw-Hill Picture Cards, Teacher-made cards) <u>Phonemic Awareness Book</u> Trade books Big Books Audio Tapes (SF Building Background) Kid Writing Manual and student works for sharing 	<ul style="list-style-type: none"> Unit and End of Year Tests Teacher Observation Teacher-made tests Journals Checklists Charts Student created book reports

State Standard: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3B Listen to a selection of literature (fiction and/or nonfiction)**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Classify similar experiences. • Predict what will happen next. • State the chronological order of a story. • Distinguish character and tone in spoken information. • Listen in order to apply new words and concepts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Relate literature to similar experiences. • Make predictions. • Sequence story events.. • Identify character's tone/emotions/feelings as they evolve throughout the story. • Identify the mood of a story. • Identify story elements (characters, setting, problem, solution). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Listening Centers • Journals • Graphic Organizers (story (SF <u>Graphic Organizer Transparencies</u>, Scholastic <u>First Graphic Organizers</u>) 	<ul style="list-style-type: none"> • Teacher Observation • Teacher-made tests • Journals • Checklists • Graphic Organizers (story maps, story frames) • Charts • Student created book reports • Student projects

State Standard: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3C Speak using skills appropriate to formal speech situations.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>C. Present ideas using appropriate speaking skills.</p> <ul style="list-style-type: none"> • Use appropriate volume. • Pronounce single and multi-syllable words correctly. • Use appropriate pace. • Interpret and respond appropriately to audience (expressions, gestures, body language). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Speak clearly and with appropriate volume. • Produce clear sounds when speaking single and multi-syllable words. • Speak with and appropriate pace. • Respond appropriately with expression, gestures and body language. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share, Take A Closer Look, Let's Learn Together, Favorite Things Old and New, Take Me There, Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Games, activities (e.g. bag story, clue can/ mystery bag) (Appendix) • Kid Writing Manual and student works for sharing • Hear Myself Sound Phones • Reading Theater/Plays (Scholastic <u>Fluency Practice Read Aloud Plays, 25 Just Right Plays for Emergent Readers</u>) 	<ul style="list-style-type: none"> • Teacher Observation • Journals • Checklists • Graphic Organizers (story maps, story frames) • Charts • Student created book reports • Student projects

State Standard: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3D Contribute to discussions.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask related questions for clarification and understanding. • Respond with related information or opinions to questions asked. • Listen to and respond appropriately to the contributions of others. • Display conversational turn-taking behaviors. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask appropriate questions to clarify and enhance understanding (Who What, When, Where, Why, How). • Respond appropriately to questions, giving opinions and related information (Who, What, When, Where, Why, How). • Respond appropriately to others' contributions (comments and questions on topic). • Demonstrate turn-taking behavior in conversation with others. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 • Sharing student work during Writers' Workshop/Kid Writing 	<ul style="list-style-type: none"> • Teacher Observation • Teacher-made tests • Journals • Checklists • Graphic Organizers (story maps, story frames) • Charts • Student created book reports • Student projects

State Standard: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3E Participate in small and large group discussions and presentations.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>E. Participate in small and large group discussions.</p> <ul style="list-style-type: none"> Participate in every-day conversation by turn-taking, initiating sentences and asking questions. Recite poems, rhymes, songs, stories, and oral presentations. Present a short report. Record information obtained from other persons. Give simple directions in correct sequence. Report an emergency to appropriate adults. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Respond appropriately in conversation with complete sentences, including questions using who, what, when, where, why and how. Recite poems, rhymes, songs, stories and oral presentations. Present a short report. Obtain information from others through conversation and/or questioning. Give simple directions in correct sequence. Report an emergency to appropriate adults. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 Poems, rhymes, songs, stories (SF Poem/Rhyme Chart, Scholastic Nursery Rhyme Flip Chart) CD's, audio tapes Tape recorders Shared student works Journals/Poem Books 	<ul style="list-style-type: none"> Teacher Observation Checklists Student created book reports Student projects

State Standard: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3F Use media for learning purposes.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>F. Use electronic media for learning purposes.</p> <ul style="list-style-type: none"> Identify the role of different forms of media (e.g. TV, radio, film, Internet). Identify what was learned through media. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize that the role of different forms of media (e.g. TV, radio, film, internet) are additional ways to obtain information. Identify what was learned through media (e.g. TV, radio, film, Internet). 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 TV, VCR, DVD Player, Computers, Videos/DVDs, CDs 	<ul style="list-style-type: none"> Teacher Observation

State Standard: **1.7 Characteristics and Functions of the English Language**

State Curriculum Standard: **1.7.3A Identify words from other languages that are commonly used English words.**

1.7.3B Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1**

Course Content	Student Performance	Resources	Assessments
<p>A. Distinguish commonly used words from other languages.</p> <p>B. Identify variations in dialogues of literary characters.</p>	<p><u>Not Applicable</u></p>		

State Standard: **1.8 Research**

State Curriculum Standard: **1.8.3A Select a topic for research.**

1.8.3B Locate information using appropriate sources and strategies.

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 1

1.8.3C Organize and present the main ideas from research

Course Content	Student Performance	Resources	Assessments
<p>A. Discuss reasons for choosing a topic to learn more about.</p> <p style="text-align: center;"><u>Not Applicable</u></p>	<p style="text-align: center;"><u>Not Applicable</u></p>		
<p>B. Locate and organize information related to a topic.</p> <ul style="list-style-type: none"> • Select resources and understand the purposes for gathering information (e.g. book, dictionary, magazines, electronic media). • Use graphics in texts to locate information. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select/use dictionaries, books magazines and/or electronic media to obtain information. • Use table of contents, page numbers and pictures/graphics to obtain information. • Alphabetize words to the second letter. (ABC order). • Use different parts of informational text to aid in the gathering of information. (e.g. pictures, discussions after read alouds, etc.) 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Good Times We Share</u>, <u>Take A Closer Look</u>, <u>Let's Learn Together</u>, <u>Favorite Things Old and New</u>, <u>Take Me There</u>, <u>Surprise Me</u>, Addison Wesley Educational Publishers, Inc, 2002 (See SF Study Skills) • ELMO/electronic media • Dictionaries • Books • Magazines 	<ul style="list-style-type: none"> • Unit and End of Year Tests • Teacher Observation/checklists • Kid Writing • Concepts of Print Rubric (1st Grade Communication Arts Assessment Handbook) • Graphic Organizers (story maps, story frames) • Student created book reports • Student projects
<p>C. Identify important concepts related to the main idea.</p>			