

POCONO MOUNTAIN SCHOOL DISTRICT

English Language Arts
Common Core Standards
Grade 1

Grade 1 Overview

Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas a	nd Deta	ils					T. D. P. S.	STATE STATE	
Ask and an	swer que	estions ab	out key o	detail	s in a	text.	[RL.1.1]	-	er til det det det det er store er vegte er freisiste inder til det som egen freisiste freisis det det er som e
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Knowledge	. j 2	3 4	- 5	6	7	3) i(0)	11	
Describe cl	naracters	s, settings,	and ma	jor ev	vents i	n a st	ory, us	ing k	ey details. [RL.1.3]
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	rds ar	nd ph	rases	s in s	tories	s or p	oem	s tha	at sug	gest t	feelir	ngs or appeal to the senses.
[RL.1.4]		la e rrorian							corced cross-scal d Cherchysten, a pag		**************************************	m 4793 474 FEBRUS LA COCCADA NOVEMBER DE PORTO MARIO ANTICO COMPANSA MENTRO CONTRA DE PORTO DE PORTO DE PORTO DE
Skills	1	- 2	-3	4	.5	6	7					
Knowledge	1	2	3	4	5	(6)	7	8	.9	10	11	TO STATE AND
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Integration	of K	nowl	edge	anc	l Ide	as	h e e	X 5 4 5 2				
Use illustra	tions	and o	detail	s in a	stor	y to	descr	ibe i	ts ch	aract	ers, s	setting, or events. [RL1.7]
Skills	1/2	j2	3	4	(5)	(6)	7		······································			
Knowledge	1	2	(8)	. 41	15).	6	7	8	9	1(0)	11	
(Not applic	able t	o lite	ratur	e) [RI	1.8]							
Skills	1	2	3	4	5	6	7	CALCULATION OF CONTROL			derayamiştiniye birişya ş şşş	MICHAEL MARKET
Knowledge	1	2	3	4	5	6	7	8	9	10	11	and a finished the substantial control of the contr
Compare ar	nd coi	ntras	t the	adve	nture	es an	d exp	erie	nces	of ch	aract	ers in stories. [RL.1.9]
Skills	1	2	3	4	5	6	71.		***************************************	, vietile i representation exten	10.730.74171.C 147.9041144 + + ++	
Knowledge	i	2	e g	4	5	6	7	8	9	10	11	
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Knowledge	i	2 .3	41	5	6	7	8	.9 1	0	[]	
							NEGROES				

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

	Key Ideas ar					\$0.22.50						
	Ask and ans	wer	quest	ions	s abou	t key	det <i>a</i>	ils in	a tex	t. r R	RI.1.1]	
2000	Skills	1.	2	3	- 4	5	6	7			demand in the company of the company	
000000000000000000000000000000000000000	Knowledge	1.	2	3	4	5	6	7	8	9	10 191	
2						e de la composición				es Newski		

Identify the	mair	ı topı	c an	a rete	II key	deta	ills of	a text	. [R	1.1.2]
Skills	1.	2	3	43	5	6	7			
Knowledge	1	9	3	7	Œ	í,	77	8	9	316) 3181
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	e cor	inecti	on b	ISTANCE OF THE PARTY OF THE PAR						s, ideas, or pieces of information in a
Describe the	e cor	inecti 2	on b	ISTANCE OF THE PARTY OF THE PAR						s, ideas, or pieces of information in a

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Ask and and text. [RI.1.4]		quest	ions	to he	lp de	eterm	nine c	r clai	ify t	he me	anin	g of words and phras	es in a
Skills	1	2	3	4.	5	6	7			·····			
Knowledge	1	ż	3	44	15)	(6)	77	8	9	-10	181	real National County I have an up to an experimental property control of the highest angular angular and an experimental sections.	MONTH COMMENT OF THE PROPERTY
	ise va	rious	text	featu	res (e.g.,	head	ings.	tahla	as of c	onte	nts, glossaries, elect	rania
menus, icor		locat	te key		s or i							into, giossaries, eject	OHIC
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Skills Knowledge Distinguish	ns) to 1 1 betw	locat 2 2 een ir	3 3 nform	y facts A A nation	s or i 5 5 n pro	6 6 video	matic 7	en in a	tex	t. [RL:	11		

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	Skills	1	2	3	4	5	6	7		eric/November o		
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	Knowledge	1	2	3	4	- 51	6	77	8	G	10. 16	
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Skills	1	1	2	3	4	5	6	7			
Knowledge	1	7	2	3	4	5	(6)	7	8	9	110) (16)
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THE PERSON NAMED IN	With promp	ting	and su	nbb	ort, re	ad in	form	ation	al tex	ts a	appropriately complex for Grade 1. [RI.1.10]
	Skills	1	2	3	4	5	6	7	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Makodimian Gran	
	Knowledge	1	2	3	74	5	(6)	7	-8	9	(10) 11
2000			772019E65	ane serve			an and a second			aire ann a	

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Demonstra	te un	derst	andin	g of	the o	rgani	zatio	n an	d bas	ic fea	ature	s of print. [RF.1.1]
Skills	1	2	3	4	5	6	7	-d-onconsesses reconsesses o	***************************************		***************************************	and a state of the
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
			uishir	ng fea	ature	s of a	sent	tence	e (e.g.	, firs	t wor	d, capitalization, ending
Recognize to punctuation Skills	n). [RF		fi executive s		Yerova Const		seni 7	tence	e (e.g.	, firs	t wor	d, capitalization, ending

	<i>F</i> 1.474	aren	ess						•		TO THE RESIDENCE OF THE PARTY.	
Demonstrate	unc	lersta	andir	ıg of	spok	en w	ords,	sylla	bles,	and :	soun	ds (phonemes). [RF.1.2]
Ski ll s	1	2	(3)	43	5	6	7		······································			hole as of regarding representation (1965) and consider many reput policies where any representation the every value (18
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Distinguish Id	ng f	rom	shor	t vow	el so	unds	in sp	oker	sing	le-sy	llabl	e words. [RF.1.2a]
Skills	1	12	3	4	15	6	7		***************************************			and the second state of the second
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Orally product blends. [RF.1.2		ngle-	syllal	ole w	ords	by bl	endii 7	ng so	unds	(pho	nem	ies), including consonant
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Isolate and pr				al, m	edial	vowe	el, and	d fina	Isou	nds ((phor	nemes) in spoken single-
Skills	1	2	3.	4 -	5	6	7	***************	**************************************	***************************************	KOMPRIMININ	ANORMO IN MINISTER OF THE STATE
Knowledge	1	2	3	4	5	6	7	8	9	10	11	THE PARTICULAR AND ADDRESS OF THE PA
Segment spol (phonemes). [-sylla	able \	words	sinto	their	com	plete	sequ	ience	e of individual sounds
Skills	1	2	3	43	51	(6)	7		***************************************	****	***************************************	
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Phonics and	l Woı	d Re	ecogi	nitio	h							
Know and a	pply g	grade	-leve	l pho	nics	and v	vord	analy	/sis s	kills i	n ded	coding words. [RF.1.3]
Skills	11	22	3	4	- 5	6	7		in distribution and a particular property of the state of	***************************************	and the state of t	- Magnetic Production and Control of the Advisory of the Control o
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Know the sp	pelling	g-sou	ınd co	orres	pond	lence	s for	com	mon	cons	onan	t digraphs. [RF.1.3a]
Skills	Ţ	2	3	4	5.	6	7		TO TO THE POST OF	A NORTH COLOR OF THE COLOR		
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Skills	1.	2	3	4)	5	(5)	77			***************************************	***************************************	MI AMAGAN
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Use knowled printed word			ery sy	/llable	mus	t hav	e a vo	wel s	ound	to de	eterm	ine the number of syllables in a
Skills	1	2	3	4	- 5	-(6)	7/					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	The second secon
Decode two	-sylla	ble v	vords	folic	wing	basi	c pat	terns	by b	reaki	ng th	e words into syllables, [RF.1.3
Skills	1	2	3	14	5	6	7				**************************************	No. of the second section of the second seco
Knowledge	1	2	3	4	5	6	7	8	9	10	11	90 STATEMENT (A COMMENT OF THE STATEMENT
Read words	with	infle	ction	al en	dings	. [RF,1	.,31]					
marter and the second section of the second property and appears	1	2	3	4	1	6	7	· (**************************************	****		Make day graph and the state of
Skills	1 .	2	3	4	5	6	7	8	9	10	11	994-995-996-996-996-996-996-996-996-996-996
Skills Knowledge	1			************		te irr	egula	ırly sp	l belled	d wor	ds. [RF.1.3g]
Knowledge		ad gi	ade-	appr	эрпа		_					
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1	2	3	4	5	6	7	8	9	10	11	A STATE OF THE STATE OF T
level	text	with	purpo	ose a	nd ur	nders	stand	ing. [RF.1.4	a]	
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	1 1 level	1 2 1 2 level text	1 2 3 1 2 3 level text with 1	ufficient accuracy at 1 2 3 4 level text with purpo	ufficient accuracy and flu 1 2 3 4 5 level text with purpose a	ufficient accuracy and fluency 1 27 3 4 5 6 1 2 3 4 5 6 level text with purpose and ur	ufficient accuracy and fluency to s 1 27 33 4 5 6 7 level text with purpose and unders	1 2 3 4 5 6 7 1 2 3 4 5 6 7 8 level text with purpose and understand 1 2 3 4 5 6 7	ufficient accuracy and fluency to support co 1 2 3 4 5 6 7 8 9 level text with purpose and understanding. [ufficient accuracy and fluency to support compression of the support compre	ufficient accuracy and fluency to support comprehens 1 2 3 4 5 6 7 8 9 10 11 level text with purpose and understanding. [RF.1.4a]

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Skills	<u>i</u> .	2	<u>.</u> 8}	A.	. 55	(හි	77		W. W		NAME OF THE PARTY	
Knowledge	1	2	3	4	5	6	7	8	9	10	11	old skeinjas (), daskus — yyrte joys jälliteelitti jan ilistikkid til aksports ann Hadi ist apskap opan ikithidabbis opan i
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Use contex necessary, Skills			nors	elf-co	orrec	t wor	d rec	ognit	ion a	nd ur	nders	standing, rereading as

WRITING STANDARDS (W)

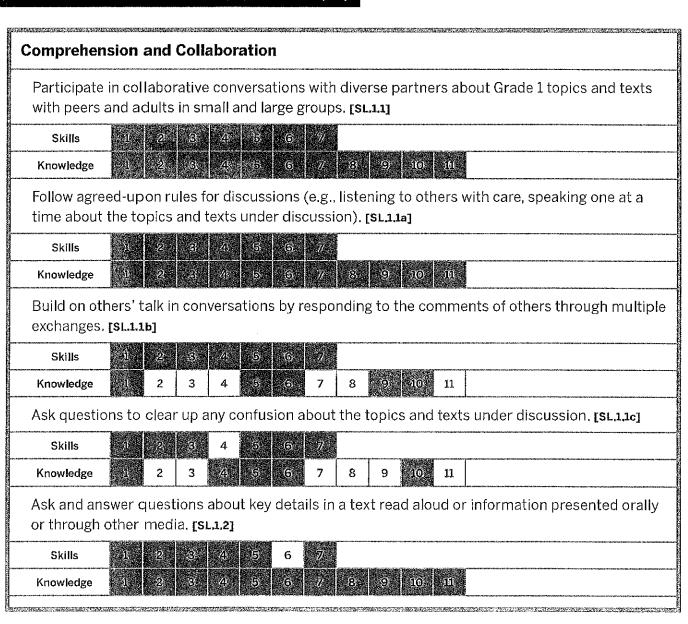
Text Types and Purposes Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [W.1.1] Skills Knowledge 3 9 10 11 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2] Skills Knowledge 10 10 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3] Skills Knowledge

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Skills Knowledge With guidan	1 1 ce an	2 2 d sup	3 3 oport	4 from	5 5 adu	gther 6 Its, u	writi 7 7 se a v	ing a 8 /arief	s need	ded.	[W.1.5	

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Participate a given top												number of "how-to" books o
Skills	1	2	3	4.	J 5	6	7	***************************************		***************************************	TOC SAID SOUND I THAN BEAUTY	n faring and the second of the
Knowledge	1	2	3	4	15)	6	7	8	. 9	10	îú.	A CONTRACTOR CONTRACTO
14/11 11												
information						o ans						operiences or gather
		prov 2	ided 3	sour		o ans	wer a		stion			operiences or gather
information Skills	from 1	prov 2 2	ided 3	sour	ces to	o ans	wer a	que	stion	. [W.1.		or gather
Information Skills Knowledge	from 1	prov 2 2	ided 3	sour	ces to	o ans	wer a	que	stion	. [W.1.		or gather

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(Begins in C	Grade	3) [v	V.1.10]									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	
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SPEAKING AND LISTENING STANDARDS (SL)



Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

Skills	11.	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Presentation of Knowledge and Ideas

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]

Skills	1 2	, si 41°	5 6 7	
Knowledge	1 2	3 4	5 6 7	8 9 10 16

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]

Skills	1	2	. 3	4	.,5	6	7			
Knowledge	- 1	-2	3	4.	-5,	6	7	8	9	10 11

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) [SL.1.6]

Skills	<u>1</u> 2 3 4 5 6 7
Knowledge	it 2. 3 4 5 6 7 8 9 io ii

LANGUAGE STANDARDS (L)

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.1.1]

Skills	1 2:	3	4 5	6	7	
Knowledge	1 2	3	4. 5	6	7	8 9 10 11

Print all upper- and lowercase letters. [1.1.1a]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	1.1	

Skills	1).	2	3	/4	[5]	6	77			***************************************	*****************	MARIAN ARTO ANTONIO METO STATEMENTALISMENTALISMENTAL PROBLEM ON A PARTIN ARTORNO OF MARIAN PROBLEM CONTRACTION OF ARTORN A
Knowledge	1	2	3	4	5	6	7	8	9	10	11	t or the stand control should be set about to be set about to be set on the set of the s
Use singula [L.1.1c]	r and	plura	al not	ıns w	ith m	atch	ing ve	erbs i	n bas	sic se	nten	ces (e.g., He hops; We hop).
Skills	1	2	3	41	5	6	7					man-1 un altro de resultat de publicat esta de la constitució de servició de la constitució de la constitució d
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
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Ski ll s	1.	2	3	4	16	(6)	7					
Knowledge	1.	2	3	41	(5)	6	7	8	9	10	11	
Jse verbs to walk home;								nd fu	uture	(e.g.	, Yesi	terday I walked home; Today I
Skills	1	2	+3.	4-1	5	6	7		г	9 2 3 2 3 4		
Knowledge	1	2	3	4	5	6	7	۱		100 A	1 11	
	1				*************		<u> </u>	8	9	F-10	11	
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Jse frequer Skills	ntly o	L	<u> </u>	dject			1	8	9	10	3.4.	
Skills	1	curr	ing a	dject			f]	8	9	10	11	
Skills Knowledge	1 1	ccurr 2	ing a	4	ives. 57	[L.1.1 [6]	7 7	8	9		11	/se).[L.1.1g]
Skills Knowledge	1 1	ccurr 2	ing a	4	ives. 57	[L.1.1 [6]	7 7	8	9		11	/Se), [L.1.1g]
Skills Knowledge Jse frequer Skills	1 1 ntly oc	2 2 ccurr	ing a	4	ives. 57	[L.1.1 [6]	7 7	8	9		11	/Se).[L.1.1g]
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Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4] Skills Knowledge Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a] Skills J(e) 11:1 (5) 3 Knowledge Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b] 3 Skills 2 10 11 Knowledge Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking), [L.1.4c] Skills 3 3 9 10 11 Knowledge With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5] Skills 2 3 6 7 6 -8 1(0) 15) - 77 Knowledge Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a] 6 7 Skills 6 7 8 11 2 3 Knowledge Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). [L.1.56] 7 1 2 Skills 2 10 11 Knowledge

Identify real-life connections between words and their use (e.g., note places at home that are COZY). [L.1.5c] Skills 1 2 3 6 7 5 6 Knowledge Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. [L.1.5d] Skills 3 - 5 7 8 10 6 11 Knowledge Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I name my hamster Nibblet because she nibbles too much because she likes that). [L.1.6] Skills Knowledge

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Alignment to the Common Core State Standards for Phonological Awareness: Grade 1

CCSS.ELA-LITERACY.RF.1.2 DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

COMMON CORE STATE STANDARDS	ALIGNMENT TO: HEGGERTY PA CURRICULUM
CCSS.ELA-Literacy.RF1,2a: • Distinguish long from short vowel sounds in spoken single-syllable words.	Weakly Lessons that meet CCSS.ELA-Literacy,RF.1.2a: • Identify the short or long vowel sound in words: Weeks 8-15 • Substitute the vowel sound in words: Weeks 20-23
CCSS.ELA-Literacy.RF.1.2b: • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Weekly lessons that meet CCSS.ELA-Literacy.RF1.2b: • Blending phonemes into spoken words: Weeks 3-27
OCSS.ELA-Literacy.RF.1.2c: • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Weekly lessons that meet CCSS.ELA-Literaay.RF1.2c: • Isolate and pronounce initial sounds in one-syllable and multi-syllable words: Weeks 1-9, 15 • Isolate and pronounce medial vowel sounds in words: Weeks 8-20 • Isolate and pronounce final sounds in spoken words: Weeks 1-7, 15
CCSS.ELA-Literacy.RF.1.2d: • Segment spoken single-syllable words into their complete sequence of individual saunds (phonemes).	Weekly lessons that meet CCSS.ELA-Literacy.RF.1.2d: • Segment spoken words into phonemes: Weeks 3-27

Skills Unit 1

Unit Summary

Unit 1 provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).

Anchor Text: Snap Shots
Text Type: Literary

Lexile: 450L

Overall Learning Outcomes

- Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds
- Spell words with double-letter spellings
- Identify Tricky Spellings 'th' >/th/, /th/ and 's' pronounced /s/ or /z/
- Consonant digraphs ('ch', 'sh', 'th", 'ng')
- Identify Tricky Words (review from K)
- Read stories in the decodable Reader
- Answer story questions
- Beginning-of-the-Year Placement Assessment

Big Ideas

- Students read the decodable reader "Snap Shots" to practice fluency.
 - The stories (chapters) in the reader are told from Beth's point of view. Beth is a young girl who

travels to the United Kingdom to visit friends.

• Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.6 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3a RF.1.3a RF.1.3b RF.1.3b RF.1.4a RF.1.4a		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1d L.1.2 L.1.2a L.1.2b L.1.2c L.1.2c L.1.2d L.1.2d L.1.5	RL.1.1 RL.1.2 RL.1.7 RF.1.2b RF.1.2c RF.1.3 RF.1.3a RF.1.3b RF.1.4a			L.1.2b L.1.2d

Skills Unit 2

Unit Summary

Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as a and e in cake). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.

Overall Learning Outcomes

- Read and write long vowel sounds, including separated vowel digraphs (CVCe words)
- Identify and use common and proper nouns
- Identify and spell Tricky Words he, she, we, be, me, we, they, their, my, by, you, your
- Spell dictated words
- Unit Assessment

Big Ideas

- Students read the decodable Reader "Gran" to practice fluency.
 - The stories follow the character Gran, a well traveled grandmother who visits her grandchildren, Josh and Jen.
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: Gran
Text Type: Literary

Lexile: 400L

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.2a RF.1.2b RF.1.2c RF.1.2c RF.1.2d RF.1.3c RF.1.3c RF.1.3d RF.1.3d RF.1.3d RF.1.3d		SL.1.1 SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1b L.1.2c L.1.2c L.1.2c L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5a L.1.5a L.1.5c L.1.6	RL.1.1 RL.1.3 RL.1.7 RF.1.2d RF.1.3b RF.1.3c RF.1.4a RF.1.4b			L.1.2b L.1.2d

Skills Unit 3

Unit Summary

Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling "oo." Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.

Overall Learning Outcomes

- Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/
- Identify and spell Tricky Words should, could, would, down, because
- Spell grade-level words correctly: weekly spelling tests begin Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Unit Assessment

Big Ideas

- Students read the decodable Reader "Fables" to practice fluency.
- The Reader has versions of famous fables, most of which are attributable to the ancient Greek storyteller
 Aesop.
 Fables are special types of stories that teach important lessons or morals.
- Fables often feature talking animals as main characters. Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: Fables
Text Type: Literary

Lexile: 480L

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2c RF.1.2c RF.1.3c RF.1.3s RF.1.3s RF.1.3b RL.1.3g RF.1.4 RF.1.4b	W.1.1 W.1.3 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2c L.1.2d L.1.2e	RL.1.1 RL.1.3 RL.1.7 RL.1.10 RF.1.2d RF.1.3b RF.1.4a RF.1.4c	W.1.1 W.1.3 W.1.5		L.1.1j L.1.2b L.1.2d L.1.2e

Skills Unit 4

Unit Summary

Introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with -ed as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.

Overall Learning Outcomes

- Read and write words with r-controlled vowels
- Review long vowel spellings, including digraphs
- Identify and use contractions
- Spell grade-level words correctly
- Divide multi-syllable words into parts
- Read and spell Tricky Words *today*, *yesterday*, *tomorrow* Read and write past tense verbs with -ed
- Compose descriptive writing pieces
- Mid-Year Assessment

Big Ideas

- Students read the decodable Reader "The Green Fern Zoo" to practice fluency.
- The main character is fictional, but the information is factual. Informational text features such as headings and a picture glossary are introduced.
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: The Green Fern Zoo
Text Type: Informational

Lexile: 610L

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2c RF.1.3a-g RF.1.3 RF.1.3a-g	W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1c L.1.1e L.1.1f L.1.2 L.1.2a L.1.2b L.1.2c L.1.2c L.1.4 L.1.4c L.1.4b L.1.4c L.1.5 L.1.5a L.1.6	RL.1.1 RI.1.10 RF.1.2 RF.1.2c RF.1.3b RF.1.3d RF.1.3e RF.1.4a RF.1.4a	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d

Skills Unit 5

Unit Summary

Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.

Anchor Text: Kate's Book

Text Type: Literary

Lexile: 540L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ch/, /j/, /v/, and
- /r/ Review single and double-letter consonants
- Form plural nouns by adding -s, -es
- Write words with suffixes -ed or -ing
- Spell grade-level words correctly
- Identify and write different sentence types
- Use the writing process to compose a letter expressing an opinion
- Unit Assessment

Big Ideas

- Students read the decodable Reader "Kate's Book" to practice fluency.
- The Reader tells the story of a girl named Kate who writes
 a book about her summer vacation. The premise is that
 students are reading the book that Kate wrote, which
 her grandmother also illustrated.
- Students answer comprehension questions orally and/or in writing after reading each story.

	Standards	Instructed		Standards Assessed					
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language		
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3d RF.1.3d RF.1.3a RF.1.3a RF.1.3b RF.1.3b RF.1.3b RF.1.3c	W.1.1 W.1.5 W.1.6 W.1.7	SL.1.1 SL.1.1a SL.1.1b SL.1.5 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1e L.1.1f L.1.2i L.1.2a L.1.2b L.1.2c L.1.2c L.1.2d L.1.4d L.1.4d L.1.4a	RL.1.1 RL.1.10 RF.1.1a RF.1.3 RF.1.3a RF.1.3b RF.1.3f RF.1.4 RF.1.4d RF.1.4d	W.1.1		L.1.1c L.1.1f L.1.1j L.1.2b L.1.2d L.1.4c		

Skills Unit 6

Unit Summary

Students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative.

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /s/, /n/, /ng/, /w/
- Spell grade-level words correctly
- Use past, present, and future verb tenses
- Build phrases and expand sentences using adjectives
- Match pronouns to antecedents
- Use the writing process to compose a personal narrative
- Unit Assessment

Big Ideas

- Students read the decodable Reader "Grace" to practice fluency.
- The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories take us through her daily life on a farm and in the country.
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: Grace
Text Type: Literary

Lexile: 560L

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.3 RL.1.7 RL.1.9 RF.1.1 RF.1.1a RF.1.2d RF.1.3d RF.1.3d RF.1.3d RF.1.3d RF.1.3d RF.1.3d RF.1.4 RF.1.4d RF.1.4d RF.1.4d RF.1.4d	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.4 SL.1.6	L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1i L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2c L.1.2d L.1.2c L.1.4 L.1.4a L.1.4a L.1.5a	RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.3 RF.1.3c RF.1.3f RF.1.3g RF.1.4a RF.1.4a	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1c L.1.1d L.1.2d L.1.2e L.1.4a L.1.4c

Skills Unit 7

Unit Summary

Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 2 teachers via the End-of-Year Summary sheet.

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ae/,

/oe/ • Spell grade-level words correctly

- Identify and use plural nouns
- Identify and use correct noun-verb agreement • Write sentences using conjunctions
- Use the writing process to compose instructional writing
- End-of-the-Year Assessment

Big Ideas

- The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.
- The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand.
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: Kay and Martez

Text Type: Literary

Lexile: 630L

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.9 RI.1.5 RF.1.1a RF.1.2d RF.1.3 RF.1.3a RF.1.3c RF.1.3c RF.1.3d RF.1.3d RF.1.3e RF.1.3f RF.1.3f RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4a	W.1.1 W.1.2 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1b L.1.1c L.1.1e L.1.1g L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2c L.1.4 L.1.4c L.1.4a L.1.4c L.1.6	RL.1.1 RL.1.3 RF.1.1a RF.1.3b RF.1.3c RF.1.3f RF.1.4a	W.1.1 W.1.2 W.1.5		L.1.1c L.1.2b L.1.2c L.1.2d L.1.4c



Universal Design for Learning Guidelines

Grade 1

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media
- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- Audio Books
- KWL charts
- Magnetic Letter Boards and Tiles
- Scaffolding
- Skywriting
- Think alouds
- Graphic Organizers
- Tracing mats
- Writing prompts/sentences starters
- Writing boards
- Video
- Closed Captioning
- Artifacts

Resources:

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute





Universal Design for Learning Guidelines

Grade 1

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies
- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Guided Questioning
- Integrated and assistive technology
- KWL charts
- Modeling
- Online resources
- Sentence frames
- Think/Pair/Share
- Thinking maps
- Tracing mats
- Writing prompts/sentences starters
- Diverse representations of knowledge: oral, written, and visual

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Strategic, goal-directed learners





Universal Design for Learning Guidelines

Grade 1

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback
- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Cooperative Learning
- Choice Boards
- Differentiated Instruction
- Guided Questioning
- I do, We do, You do
- Modeling
- Online resources

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Purposeful, motivated learners





Universal Design for Learning Guidelines

Grade 1

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media
- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- Audio Books
- KWL charts
- Magnetic Letter Boards and Tiles
- Scaffolding
- Skywriting
- Think alouds
- Graphic Organizers
- Tracing mats
- Writing prompts/sentences starters
- Writing boards
- Video
- Closed Captioning
- Artifacts

Resources:

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute





Universal Design for Learning Guidelines

Grade 1

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies
- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussions with varying levels of participation
- Guided Questioning
- Integrated and assistive technology
- KWL charts
- Modeling
- Online resources
- Sentence frames
- Think/Pair/Share
- Thinking maps
- Tracing mats
- Writing prompts/sentences starters
- Diverse representations of knowledge: oral, written, and visual

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Strategic, goal-directed learners





Universal Design for Learning Guidelines

Grade 1

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback
- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Instructional Tools & Strategies Implemented by Pocono Mountain School District

- Class discussions with varying levels of participation
- Cooperative Learning
- Choice Boards
- Differentiated Instruction
- Guided Questioning
- I do, We do, You do
- Modeling
- Online resources

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Purposeful, motivated learners

