

East Penn School District  
Elementary Curriculum

A Planned Course Statement  
for

**1<sup>st</sup> Grade Language Arts**

Course # 11

Length of Period (mins.) 150

Periods per Cycle: 5

Length of Course (yrs.) 1.0

Adopted: June, 2006

Revised: April, 2013

Developed by:

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## Description of Course #11

### Course Title:

K – 5 Language Arts Program

### Description:

The K – 5 Language Arts Program is an integration of reading, writing, listening, and speaking. This course of study encompasses a combination of literacy immersion and explicit instruction in a meaningful context.

### Goals:

Children will effectively read, write, and communicate with others.

### Requirements:

#### Students will:

- Learn to read independently
- Read critically in all content areas
- Read, analyze, and interpret literature
- Write clearly and effectively in various formats
- Demonstrate speaking and listening skills
- Write legibly in manuscript and cursive

Text: Beck, Farr, Strickland, Ada, Hudson, McKeown, Scarcella, Washington, Harcourt Storytown (Spring Forward, Zoom Along, Reach for the Stars, Make Your Mark, Watch This), Harcourt School Publishers, 2008

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.1 Foundational Skills</b> <i>Print Concepts</i>	1	CC.1.1.1.B Students will demonstrate understanding of the organization and basic features of print.	U	<ul style="list-style-type: none"> <li>• Identify the purpose for reading and writing.</li> <li>• Understanding the relationship between print and the spoken word.</li> <li>• Differentiate between a word and a letter.</li> <li>• Recognize the distinguishing features of a sentence.</li> <li>• Students will develop an understanding of ending punctuation and capitalization in printed text.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Concepts of Print checklist</li> </ul>	CC.1.1.1.B
<b>1.1 Foundational Skills</b> <i>Phonological Awareness</i>	2	CC.1.1.1.C Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).	U	<ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Distinguish r-controlled vowels.</li> <li>• Recognize that letters c, g, s, and y have more than one sound.</li> <li>• Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>• Orally produce single-syllable words, including consonant blends and diagraphs.</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.</li> <li>• Add or substitute individual sounds (phonemes) in one syllable words to make new words.</li> <li>• Students will identify rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Word Sorts</li> <li>• Teacher prepared assessment</li> <li>• Tests and quizzes</li> <li>• District Assessments</li> <li>• Developmental Reading Assessment</li> <li>• Rubrics</li> </ul>	CC.1.1.1.C
<b>1.1 Foundational Skills</b> <i>Phonics and Word Recognition</i>	3	CC.1.1.1.D Students will know and apply grade level phonics and word analysis skills in decoding words.	L	<ul style="list-style-type: none"> <li>• Identify common consonant diagraphs, final e, and common vowel teams.</li> <li>• Decode one and two-syllable words with common patterns.</li> <li>• Read grade level words with inflectional endings.</li> <li>• Read grade appropriate irregularly spelled words.</li> <li>• Read and identify contractions.</li> <li>• Read and identify compound words.</li> <li>• Recognize inflections (structural endings – s, ed, ing).</li> <li>• Recognize and use plural words.</li> <li>• Recognize and use possessive words.</li> <li>• Awareness of syllabication.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Running records</li> <li>• Teacher prepared assessment</li> <li>• Tests and quizzes</li> <li>• District Assessments</li> <li>• Developmental Reading Assessment</li> </ul>	CC.1.1.1.D

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.1 Foundational Skills</b> <i>Fluency</i>	4	CC.1.1.1.E Students will read with accuracy and fluency to support comprehension	L	<ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• Recognize high frequency words immediately and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Running records</li> <li>• District Assessments</li> <li>• Developmental Reading Assessment</li> </ul>	CC.1.1.1.E
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details</i> <i>Main Idea</i>	5	CC.1.2.1.A Students will identify the main idea and retell key details of text.	L	<ul style="list-style-type: none"> <li>• Use mobile organizers depicting main topics and key details from informational texts.</li> <li>• Identify purpose for reading and type of text.</li> <li>• Identify essential information such as facts, main idea and supporting information from illustrations and text.</li> <li>• Differentiate between fact and opinion.</li> <li>• Apply comprehension strategies (e.g. graphic organizers, preview text, predictions, prior knowledge, rereading, summarizing, inferencing) to build understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Graphic organizers</li> <li>• Teacher prepared assessment</li> <li>• Tests and quizzes</li> <li>• Performance assessment</li> </ul>	CC.1.2.1.A
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details</i> <i>Text Analysis</i>	6	CC.1.2.1.B Ask and answer questions about key details in a text.	L	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Answer comprehension questions orally and in writing based on material read independently.</li> <li>• Students are encouraged to ask questions to extend text understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations and anecdotal notes</li> <li>• Literature response journal</li> <li>• Teacher prepared assessment</li> <li>• Tests and quizzes</li> <li>• Performance assessment</li> <li>• Developmental Reading Assessment</li> </ul>	CC.1.2.1.B
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details</i> <i>Text Analysis</i>	7	CC.1.2.1.C Students will describe the connection between two individual, events, ideas, or pieces of information in a text.	L	<ul style="list-style-type: none"> <li>• Discuss likenesses and differences between the characters.</li> <li>• Identify and discuss the ways in which two events or pieces of information from texts are covered.</li> <li>• Identify cause and effect.</li> <li>• Properly sequence a passage.</li> <li>• Make generalizations about text using given information.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Literature response journal</li> <li>• Teacher prepared assessment</li> <li>• Tests and quizzes</li> <li>• Performance assessment</li> <li>• Developmental Reading Assessment</li> </ul>	CC.1.2.1.C

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.2 Reading Informational Text</b> <i>Craft and Structure</i> <i>Text Structure</i>	8	CC.1.2.1.E Students will use various text features and search tools to locate key facts or information in a text.	L	<ul style="list-style-type: none"> <li>Identify the organizational features (e.g. charts, graphs, captions) of text and indicate connection to the written text.</li> <li>Apply comprehension strategies (e.g. graphic organizers, previewing text, prediction, rereading, summarizing, inferencing) to build understanding.</li> <li>Identify most appropriate feature to locate specific information.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Tests and quizzes</li> <li>Performance assessment</li> </ul>	CC.1.2.1.E
<b>1.2 Reading Informational Text</b> <i>Craft and Structure</i> <i>Vocabulary</i>	9	CC.1.2.1.F Students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	L	<ul style="list-style-type: none"> <li>Ask and answer questions to identify and define vocabulary.</li> <li>Match vocabulary words to definitions and/or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Vocabulary journal</li> <li>Teacher prepared assessment</li> <li>Tests and quizzes</li> <li>Performance assessment</li> </ul>	CC.1.2.5.F
<b>1.2 Reading Informational Text</b> <i>Integration of</i> <i>Knowledge and Ideas</i> <i>Diverse Media</i>	10	CC.1.2.1.G Students will use the illustrations and details in a text to describe its key ideas.	L	<ul style="list-style-type: none"> <li>Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in the text.</li> <li>Respond to questioning prompts in order to tell the most appropriate features to locate specific information.</li> <li>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Tests and quizzes</li> <li>Performance assessment</li> </ul>	CC.1.2.1.G
<b>1.2 Reading Informational Text</b> <i>Integration of</i> <i>Knowledge and Ideas</i> <i>Evaluating Arguments</i>	11	CC.1.2.1.H Students will identify the reasons an author gives to support points in a text.	L	<ul style="list-style-type: none"> <li>Identify reasons that support the points the authors are making.</li> <li>Identify the key points authors are making in informational texts and state the supporting reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Tests and quizzes</li> <li>Literature response journal</li> <li>Written response</li> <li>Performance assessment</li> <li>Development Reading Assessment</li> </ul>	CC.1.2.1.H
<b>1.2 Reading Informational Text</b> <i>Integration of</i> <i>Knowledge and Ideas</i> <i>Analysis Across Texts</i>	12	CC.1.2.1.I Students will identify basic similarities in and differences between two texts on the same topic.	L	<ul style="list-style-type: none"> <li>Show likenesses and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</li> <li>Respond to questions comparing texts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Graphic organizers</li> <li>Teacher prepared assessment</li> <li>Tests and quizzes</li> <li>Literature response journal</li> </ul>	CC.1.2.1.I

Unit	Num	Objective	Level	Content	Evaluation	Standard
					<ul style="list-style-type: none"> <li>• Written response</li> <li>• Performance assessment</li> </ul>	
<b>1.2 Reading Informational Text Vocabulary Acquisition and Use</b>	13	CC.1.2.1.J Students will use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	L	<ul style="list-style-type: none"> <li>• Interact with vocabulary-rich environments (e.g. instructional bulletin boards, words walls, individual word banks and journals) to build oral and written language.</li> <li>• Understand, learn and use new vocabulary from a variety of texts.</li> <li>• Students will recognize high frequency sight words.</li> <li>• Develop vocabulary by listening to and discussing both familiar and challenging selections read aloud.</li> <li>• Use context to understand word and sentence meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Written response</li> <li>• Performance assessment</li> <li>• Developmental Reading Assessment</li> <li>• Tests and quizzes</li> </ul>	CC.1.2.1.J
<b>1.2 Reading Informational Text Vocabulary Acquisition and Use</b>	14	CC.1.2.1.K Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	L	<ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>• Use frequently occurring root words and their inflectional forms.</li> <li>• Act out meanings of assigned verbs and adjectives.</li> <li>• Recognize and use synonyms and antonyms correctly.</li> <li>• Recognize and use homographs, homophones, and homonyms correctly.</li> <li>• Recognize relationships and categorize words.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Written response</li> <li>• Performance assessment</li> <li>• Developmental Reading Assessment</li> <li>• Tests and quizzes</li> </ul>	CC.1.2.1.K
<b>1.2 Reading Informational Text Range of Reading</b>	15	CC.1.2.1.L Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	A	<ul style="list-style-type: none"> <li>• Read assigned non-fiction and informational texts during independent reading.</li> <li>• Use phonics skills to sound out unknown words while reading.</li> <li>• Use known word parts to help decode unknown words.</li> <li>• Use picture clues to help decode unknown words.</li> <li>• Use syntactic, semantic, and graphophonic clues to self-correct reading errors.</li> <li>• Read, discuss, and answer questions about informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Running records</li> <li>• Literature response journal</li> <li>• Developmental Reading Assessment</li> <li>• Tests and quizzes</li> </ul>	CC.1.2.1.L

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Theme</i>	16	CC.1.3.1.A Students will retell stories including key details and demonstrate understanding of their central message or lesson.	L	<ul style="list-style-type: none"> <li>Recognize literary elements including characters, setting, plot, or problem.</li> <li>Recognize literary devices including rhyme, rhythm, alliteration, and personification.</li> <li>Identify different structures in poetry.</li> <li>Identify different structures in drama.</li> <li>Distinguish between reality and fantasy.</li> <li>Use words and pictures to illustrate story details and messages.</li> <li>Ability to paraphrase stories.</li> <li>Apply comprehension strategies (e.g. graphic organizers, previewing text, prediction, rereading, summarizing, inferencing) to build understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Literature response journal</li> <li>Written response</li> <li>Performance assessment</li> <li>Development Reading Assessment</li> <li>Tests and quizzes</li> </ul>	CC.1.3.1.A
<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Text Analysis</i>	17	CC.1.3.1.B Students will ask and answer questions about key details in a text.	L	<ul style="list-style-type: none"> <li>Respond to frequent teacher questions that develop comprehension of texts.</li> <li>Ask and answer questions for clarification of text.</li> <li>Ask questions to extend text understanding</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Literature response journal</li> <li>Written response</li> <li>Performance assessment</li> <li>Development Reading Assessment</li> <li>Tests and quizzes</li> </ul>	CC.1.3.1.B
<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Literary Elements</i>	18	CC.1.3.1.C Students will describe characters, settings, and major events in a story, using key details.	L	<ul style="list-style-type: none"> <li>Illustrate characters and generate lists of descriptive words about the characters.</li> <li>Illustrate elements of a story (e.g. settings, events, details, characters).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Literature response journal</li> <li>Written response</li> <li>Tests and quizzes</li> </ul>	CC.1.3.1.C
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Point of View</i>	19	CC.1.3.1.D Students will identify who is telling the story at various points in a text.	L	<ul style="list-style-type: none"> <li>Identify who is telling the stories as teachers pause often and ask questions during read alouds.</li> <li>Identify words that indicate who is telling the stories.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Tests and quizzes</li> </ul>	CC.1.3.1.D
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Text Structure</i>	20	CC.1.3.1.E Students will explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	L	<ul style="list-style-type: none"> <li>Sort previously read books or book jackets by type: storybook or informational book.</li> <li>Complete reading logs and classify books by type: storybook or informational book.</li> <li>Use Venn diagram to compare stories and books.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> </ul>	CC.1.3.1.E

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Vocabulary</i>	21	CC.1.3.1.F Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	L	<ul style="list-style-type: none"> <li>Identify feeling and sensory words in displayed poems and stories.</li> <li>Display feelings suggested by the words in poems or stories (e.g. facial expressions).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Literature response journal</li> <li>Performance assessment</li> <li>Developmental Reading Assessment</li> </ul>	CC.1.3.1.F
<b>1.3 Reading Literature</b> <i>Integration of Knowledge and Ideas</i> <i>Sources of Information</i>	22	CC.1.3.1.G Students will use illustrations and details in a story to describe characters, setting, or events.	L	<ul style="list-style-type: none"> <li>Describe characters or settings from books, identifying illustrations or words that support descriptions.</li> <li>Find words or illustrations in texts to answer prompts or questions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher prepared assessment</li> <li>Literature response journal</li> <li>Performance assessment</li> </ul>	CC.1.3.1.G
<b>1.3 Reading Literature</b> <i>Integration of Knowledge and Ideas</i> <i>Text Analysis</i>	23	CC.1.3.1.H Students will compare and contrast the adventures and experiences of characters in stories.	L	<ul style="list-style-type: none"> <li>Use teaching tools (such as Venn diagrams) to compare and contrast characters in stories with words and/or drawings.</li> <li>Discuss likenesses and differences of characters.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> <li>Performance assessment</li> <li>Developmental Reading Assessment</li> <li>Tests and quizzes</li> </ul>	CC.1.3.1.H
<b>1.3 Reading Literature</b> <i>Vocabulary Acquisition and Use Strategies</i>	24	CC.1.3.1.I Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	L	<ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Use frequently occurring root words and their inflectional forms.</li> <li>Act out meanings of assigned verbs and adjectives.</li> <li>Recognize and use synonyms and antonyms correctly.</li> <li>Recognize and use homographs, homophones, and homonyms correctly.</li> <li>Recognize relationships and categorize words.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> <li>Performance assessment</li> <li>Developmental Reading Assessment</li> </ul>	CC.1.3.1.I
<b>1.3 Reading Literature</b> <i>Vocabulary Acquisition and Use</i>	25	CC.1.3.1.J Students will use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the	L	<ul style="list-style-type: none"> <li>Interact with vocabulary-rich environments (e.g. instructional bulletin boards, words walls, individual word banks and journals) to build oral and written language.</li> <li>Understand, learn and use new vocabulary from a variety of texts.</li> <li>Students will recognize high frequency sight words.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Running records</li> <li>Written response</li> <li>Performance assessment</li> <li>Developmental Reading Assessment</li> </ul>	CC.1.3.1.J



Unit	Num	Objective	Level	Content	Evaluation	Standard
		words and phrases.		<ul style="list-style-type: none"> <li>Develop vocabulary by listening to and discussing both familiar and challenging selections read aloud.</li> <li>Use context to understand word and sentence meanings.</li> </ul>		
<b>1.3 Reading Literature</b> <i>Range of Reading</i>	26	CC.1.3.1.K Students will read and comprehend literature on grade level, reading independently and proficiently.	L	<ul style="list-style-type: none"> <li>Read prose and poetry of complexity for grade one.</li> <li>Respond to teacher questions that develop comprehension of text.</li> <li>Read assigned non-fiction and informational texts during independent reading.</li> <li>Use phonics skills to sound out unknown words while reading.</li> <li>Use known word parts to help decode unknown words.</li> <li>Use picture clues to help decode unknown words.</li> <li>Use syntactic, semantic, and graphophonic clues to self-correct reading errors.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Performance assessment</li> <li>Written response</li> </ul>	CC.1.3.1.K
<b>1.4 Writing</b> <i>Informational/ Explanatory</i>	27	CC.1.4.1.A Students will write informative/ explanatory texts to examine a topic and convey ideas and information.	L	<ul style="list-style-type: none"> <li>Write informational pieces such as reports, instructions, and letters.</li> <li>Provide information on selected topics, including topic names, facts about the topics, illustrations, and closing statements.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> <li>Tests and quizzes</li> </ul>	CC.1.4.1.A
<b>1.4 Writing</b> <i>Informational/ Explanatory Focus</i>	28	CC.1.4.1.B Students will identify and write about one specific topic.	L	<ul style="list-style-type: none"> <li>Identify a specific topic.</li> <li>Ability to stay focused on one specific topic.</li> <li>Provide information on a selected topic, including topic names, facts about the topics, illustrations, and closing statements.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> </ul>	CC.1.4.1.B
<b>1.4 Writing</b> <i>Informational/ Explanatory Content</i>	29	CC.1.4.1.C Students will develop the topic with two or more facts.	L	<ul style="list-style-type: none"> <li>Ability to develop two or more facts about a topic and provide some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> </ul>	CC.1.4.1.C
<b>1.4 Writing</b> <i>Informational/ Explanatory Organization</i>	30	CC.1.4.1.D Students will group information and provide some sense of closure.	A	<ul style="list-style-type: none"> <li>Group information and provide some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> </ul>	CC.1.4.1.D

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<b>1.4 Writing Informational/ Explanatory Style</b>	31	CC.1.4.1.E Students will choose words and phrases for effect.	L	<ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Use nouns, verbs, and adjectives to enhance their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.E
<b>1.4 Writing Informational/ Explanatory Conventions of Language</b>	32	CC.1.4.1.F Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> <li>Write using beginning, middle, and ending sounds of words.</li> <li>String letters together to represent words.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>Write complete sentences.</li> <li>Use nouns, verbs, pronouns, and adjectives (such as number words, color words, and basic position words).</li> <li>Use different types of sentences including simple, compound, declarative, interrogative, exclamatory, and imperative.</li> <li>Use a variety of sentence beginnings.</li> <li>Vary sentence length and structure.</li> <li>Capitalize proper nouns, including place, dates and names of people.</li> <li>Use end punctuation.</li> <li>Use commas in dates and words in series.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.F
<b>1.4 Writing Opinion/ Argumentative</b>	33	CC.1.4.1.G Students will write opinion pieces on familiar topics.	L	<ul style="list-style-type: none"> <li>Write opinion pieces in which the topic is introduced or the name of the book is stated.</li> <li>State opinion and supply a reason for the opinion.</li> <li>Provide some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> </ul>	CC.1.4.1.G
<b>1.4 Writing Opinion/ Argumentative Focus</b>	34	CC.1.4.1.H Students will form an opinion by choosing among given topics.	L	<ul style="list-style-type: none"> <li>Form an opinion by choosing among given topics.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.H
<b>1.4 Writing Opinion/ Argumentative Content</b>	35	CC.1.4.1.I Students will support the opinion with reasons related to the opinion.	L	<ul style="list-style-type: none"> <li>Support the opinion with reasons related to the opinion.</li> <li>Student will form an opinion and write reasons to logically support their choice.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.I

Unit	Num	Objective	Level	Content	Evaluation	Standard
1.4 Writing <i>Opinion/ Argumentative Organization</i>	36	CC.1.4.1.J Students will create an Organizational structure that includes reasons and provides some sense of closure.	A	<ul style="list-style-type: none"> <li>• Create an organizational structure that includes reasons and provides some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Teacher developed assessment</li> <li>• Written response</li> <li>• Word webs</li> </ul>	CC.1.4.1.J
1.4 Writing <i>Opinion/ Argumentative Style</i>	37	CC.1.4.1.K Students will use a variety of words and phrases.	A	<ul style="list-style-type: none"> <li>• Brainstorm words and phrases to describe what is seen, heard, felt, etc.</li> <li>• Use brainstormed words and phrases to write detailed sentences about the objects.</li> <li>• Use a variety of nouns, verbs, and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Teacher developed assessment</li> <li>• Written response</li> </ul>	CC.1.4.1.K
1.4 Writing <i>Opinion/ Argumentative Conventions of Language</i>	38	CC.1.4.1.L Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> <li>• Write using beginning, middle, and ending sounds of words.</li> <li>• String letters together to represent words.</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• Write complete sentences.</li> <li>• Use nouns, verbs, pronouns, and adjectives.</li> <li>• Use different types of sentences including simple, compound, declarative, interrogative, exclamatory, and imperative.</li> <li>• Use a variety of sentence beginnings.</li> <li>• Vary sentence length and structure.</li> <li>• Capitalize proper nouns, including place, dates and names of people.</li> <li>• Use end punctuation.</li> <li>• Use commas in dates and words in series.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Written response</li> </ul>	CC.1.4.1.L
1.4 Writing <i>Narrative</i>	39	CC.1.4.1.M Students will write narratives to develop real or imagined experiences or events.	L	<ul style="list-style-type: none"> <li>• Write stories to describe special days or events from personal experiences.</li> <li>• Develop real or imagined experiences or events.</li> <li>• Write poems and plays.</li> <li>• Include details regarding what happened.</li> <li>• Use temporal words to signal event order; first, next, then, last.</li> <li>• Provide some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Written response</li> </ul>	CC.1.4.1.M

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.4 Writing Narrative Focus</b>	40	CC.1.4.1.N Students will establish “who” and “what” the narrative will be about.	L	<ul style="list-style-type: none"> <li>Establish “who” and “what” the narrative will be about.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> </ul>	CC.1.4.1.N
<b>1.4 Writing Narrative Content</b>	41	CC.1.4.1.O Students will include thoughts and feelings to describe experiences and events.	L	<ul style="list-style-type: none"> <li>Include thoughts and feelings to describe experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> </ul>	CC.1.4.1.O
<b>1.4 Writing Narrative Organization</b>	42	CC.1.4.1.P Students will recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	L	<ul style="list-style-type: none"> <li>Recount two or more appropriately sequenced topics.</li> <li>Include details regarding what happened.</li> <li>Use temporal words to signal event order; first, next, then, last.</li> <li>Include beginning, middle, and end.</li> <li>Provide some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> <li>Word webs</li> </ul>	CC.1.4.1.P
<b>1.4 Writing Narrative Style</b>	43	CC.1.4.1.Q Students will use a variety of words and phrases.	A	<ul style="list-style-type: none"> <li>Brainstorm words and phrases to describe what is seen, heard, felt, etc.</li> <li>Use brainstormed words and phrases to write detailed sentences about the objects.</li> <li>Use nouns, verbs, and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.Q
<b>1.4 Writing Narrative Conventions of Language</b>	44	CC.1.4.1.R Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> <li>Write using beginning, middle, and ending sounds of words.</li> <li>String letters together to represent words.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>Write complete sentences.</li> <li>Use nouns, verbs, pronouns, and adjectives.</li> <li>Use different types of sentences including simple, compound, declarative, interrogative, exclamatory, and imperative.</li> <li>Use a variety of sentence beginnings.</li> <li>Vary sentence length and structure.</li> <li>Capitalize proper nouns, including place, dates and names of people.</li> <li>Use end punctuation.</li> <li>Use commas in dates and words in series.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.R

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.4 Writing</b> <i>Response to Literature</i>	45				<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Conferencing (adult and peer)</li> </ul>	CC.1.4.5.S
<b>1.4 Writing</b> <i>Production and Distribution of Writing Writing Process</i>	46	CC.1.4.1.T With guidance and support from adults and peers, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	L	<ul style="list-style-type: none"> <li>Brainstorm words and phrases to describe what is seen, heard, felt, etc. and use them to write detailed sentences about the objects.</li> <li>Identify and apply the steps of the writing process.</li> <li>Write with logical sequencing.</li> <li>Ask questions and give suggestions for improvement on student written sentences.</li> <li>Rewrite sentences, adding details and incorporating suggestions from peers.</li> <li>Contribute to group stories.</li> <li>Draw pictures to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.T
<b>1.4 Writing</b> <i>Technology and Publication</i>	47	CC.1.4.1.U Students will with guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.	L	<ul style="list-style-type: none"> <li>Use creative software to author written pieces with words and illustrations.</li> <li>Take digital pictures and write sentences about photographs.</li> <li>Present written work for publication.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> <li>Written response</li> </ul>	CC.1.4.1.U
<b>1.4 Writing</b> <i>Conducting Research</i>	48	CC.1.4.1.V Students will participate in individual or shared research and writing projects.	L	<ul style="list-style-type: none"> <li>Gather information on assigned topics and produce reports for class presentations.</li> <li>Collaborate with peers to research a topic and create a writing project.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> </ul>	CC.1.4.1.V
<b>1.4 Writing</b> <i>Credibility, Reliability, and Validity of Sources</i>	49	CC.1.4.1.W Students will with guidance and support, recall information from experiences or gather information from provided sources to answer a question.	L	<ul style="list-style-type: none"> <li>Complete graphic organizers with information recalled from personal experiences.</li> <li>Gather information from provided sources to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Written response</li> </ul>	CC.1.4.1.W
<b>1.4 Writing</b> <i>Range of Writing</i>	50	CC.1.4.1.X Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	L	<ul style="list-style-type: none"> <li>Write routinely over extended time frames (time for research, reflection, and revision).</li> <li>Write over shorter time frames, including Kidwriting and journal entries (a single sitting or a day or two).</li> <li>Use a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> </ul>	CC.1.4.1.X

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Collaboration</i> <i>Discussion</i>	51	CC.1.5.1.A Students will participate in collaborative conversations with peers and adults in small and larger groups.	L	<ul style="list-style-type: none"> <li>Follow agreed upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> </ul>	CC.1.5.1.A
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Critical Listening</i>	52	CC.1.5.1.B Students will confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	L	<ul style="list-style-type: none"> <li>Answer key questions about read aloud (e.g. main idea, character, setting).</li> <li>Ask and answer questions about information presented orally or through other media.</li> <li>Distinguish fact from opinion.</li> <li>Retell a story in chronological order.</li> <li>Identify and define new words and concepts in a story.</li> <li>Summarize the story.</li> <li>Make predictions about what will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> </ul>	CC.1.5.1.B
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Evaluating Information</i>	53	CC.1.5.1.C Students will ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	L	<ul style="list-style-type: none"> <li>Relate similar experiences to a literature selection.</li> <li>Relate personal experiences/knowledge to a literature selection.</li> <li>Ask relevant questions.</li> <li>Respond with relevant information or opinions to questions when asked.</li> <li>Listen to and acknowledge the contributions of others.</li> <li>Display appropriate turn-taking behaviors.</li> <li>Participate in everyday conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> </ul>	CC.1.5.1.C
<b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i> <i>Purpose, Audience, and Task</i>	54	CC.1.5.1.D Students will describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	L	<ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>Present an oral reading.</li> <li>Deliver short reports (e.g. show and tell, field trip summaries).</li> <li>Conduct interviews.</li> <li>Give simple directions and explanations.</li> <li>Report an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and anecdotal notes</li> <li>Teacher developed assessment</li> </ul>	CC.1.5.1.D

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i> <i>Context</i>	55	CC.1.5.1.E Students will produce complete sentences when appropriate to task and situation	A	<ul style="list-style-type: none"> <li>• Demonstrate the use of subjects and verbs to form complete sentences</li> <li>• Use complete sentences to describe displayed objects</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Teacher developed assessment</li> </ul>	CC.1.5.1.E
<b>1.5 Speaking and Listening</b> <i>Integration of Knowledge and Ideas</i> <i>Multimedia</i>	56	CC.1.5.1.F Students will add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	A	<ul style="list-style-type: none"> <li>• Create illustrations that represent descriptions of characters, places, or events</li> <li>• Use realia or construct dioramas, models, or mobiles to clarify ideas, thoughts, or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Teacher developed assessment</li> </ul>	CC.1.5.1.F
<b>1.5 Speaking and Listening</b> <i>Conventions of Standard English</i>	57	CC.1.5.1.G Students will demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	L	<ul style="list-style-type: none"> <li>• Speak with appropriate volume</li> <li>• Pronounce words correctly</li> <li>• Pace speech so that it is understandable</li> <li>• Demonstrate an awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and anecdotal notes</li> <li>• Teacher developed assessment</li> </ul>	CC.1.5.1.G
<b>1.6 Handwriting</b>	58	Students will demonstrate a command of manuscript writing	L	<ul style="list-style-type: none"> <li>• Students will demonstrate that writing moves from left to right.</li> <li>• Students will form manuscript letters according to handwriting model.</li> <li>• Students will space letters properly within a word.</li> <li>• Students will demonstrate understanding that spaces occur between words.</li> <li>• Students will write on lines.</li> <li>• Students will complete legible work in manuscript.</li> </ul>		