

**Scranton School District  
Planned Course  
Language Arts**

**Unit: First Grade**

**Estimated Time: Integrated and Ongoing**

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.1 Learning to Read Independently	<p>Before reading, students will: Establish a purpose for reading (reading for information, pleasure and verifying information). Be able to make predictions using illustrations, titles and/or prior knowledge. Be able to identify the parts of the book (title, author, table of contents, page numbers, front and back of book). Develop a basic sight word vocabulary by identifying and correctly using words from a variety of texts (antonyms, synonyms, rhymes, word families, and categories of words).</p>	<p>The following activities may be applied to various skills presented in this standard. Present a question to the students before reading a text. 2. Preview text formats, (title, author, illustrator, and table of contents), illustrations and known words to activate prior knowledge and make predictions. Classroom discussion. KWL charts. Think alouds. Predictions.</p>	<p>Teacher guided discussion of predictions. Teacher observation. Classroom discussion. Worksheet activity. Workbook activity. Running records. Tests and quizzes. Oral reading. Oral retelling. Journal response. Audio recording of students' oral reading.</p>

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.1 Learning to Read Independently (cont.)	<p>During reading, students will be able to:</p> <p>Identify the main idea of the story, the main characters, setting, and check their predictions.</p> <p>Decode unfamiliar words.</p> <p>Students will use phonics techniques (structural analysis, root words, prefixes, suffixes, letter sounds, pictures, context clues and word families.</p> <p>Read using self monitoring comprehension strategies (preview, predict, revise predictions, use prior knowledge) illustrations, reread question and clarify meaning, use pictures to understand words and self correct mistakes.</p> <p>During reading, students will demonstrate fluency and comprehension of the text.</p> <p>After reading, students will demonstrate understanding of the text.</p>	<p>Teacher modeling.</p> <p>Worksheet activities.</p> <p>Use picture and context cues.</p> <p>Phonemic awareness and phonics text activities.</p> <p>Making words activities.</p> <p>Word searches within the text.</p> <p>Write and illustrate sentences using the vocabulary words.</p> <p>Word puzzles.</p> <p>Story maps.</p> <p>Word wall.</p> <p>Word drills.</p> <p>Sight word bingo.</p> <p>Listen to audio recording of story.</p> <p>Guided reading.</p> <p>Venn diagrams.</p> <p>Tri-fold (beginning, middle, end).</p> <p>Retell and summarize (main idea, details, characters, setting, plot).</p>	Student self-assessment of oral reading.

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.1 Learning to Read Independently (cont.)	After reading, students will demonstrate understanding of the text (cont.)	Connect new information or ideas to prior knowledge and personal experience. Re read. Journal response. Dolch sight word list Read and write sight words Vocabulary notebooks	Student self assessment of oral reading.

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.2 Reading Critically in all Content Areas	Students will be able to: <ul style="list-style-type: none"> <li>• recognize and discuss content of informational and narrative texts</li> <li>• differentiate between fictional and non-fictional information</li> <li>• distinguish between essential and non-essential information</li> <li>• summarize and retell important information</li> <li>• gather information and ideas from reading (main ideas, essential/non-essential details).</li> </ul>	The following activities may be applied to various skills presented in this standard. <ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Expressions of opinions</li> <li>• KWL</li> <li>• Predicting before and during reading</li> <li>• Oral, written or drawn summaries of the information</li> <li>• Story mapping</li> <li>• Webbing</li> <li>• Identifying characters, setting, plot and main ideas</li> <li>• Classifying information</li> </ul>	<ul style="list-style-type: none"> <li>• KWL</li> <li>• Story maps</li> <li>• Teacher observation</li> <li>• Reports</li> <li>• Classroom discussions</li> <li>• Summaries of information (oral, written, picture)</li> <li>• Worksheets</li> <li>• Tests and quizzes</li> </ul>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>Organize information, i.e.</p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Sequence</li> <li>• Cause/effect</li> <li>• Problem/solution</li> <li>• Classify</li> <li>• Compare/contrast</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret information (predict, draw conclusions, relate new information to prior knowledge).</li> <li>• Identify and use a variety of media (audio, visual, and computer media).</li> <li>• Recognize and identify techniques used in media (repetition, exaggeration and propaganda).</li> </ul>	<ul style="list-style-type: none"> <li>• Tri-fold (beginning, middle and end of the text).</li> <li>• Worksheet and workbook activities</li> <li>• Written reports</li> </ul> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Compare/contrast</li> <li>• Venn diagrams</li> <li>• Listen to and record oral reading</li> <li>• View video tapes</li> <li>• Use computer as a tool for research</li> <li>• Reading plays and dramatic re-enactments of stories</li> <li>• Identify genre before/after reading text</li> <li>• Relate to personal experiences, attitudes and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• KWL</li> <li>• Story maps</li> <li>• Teacher observation</li> <li>• Reports</li> <li>• Classroom discussions</li> <li>• Summaries of information (oral, written, and pictorial)</li> <li>• Worksheets</li> <li>• Tests and quizzes</li> </ul>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing, and Interpreting Literature</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen to, comprehend and compare a variety of literature (fiction, non-fiction, fantasy, realism, nursery rhymes, poetry, plays and predictable books).</li> <li>• Identify literary elements in stories (characters, setting, main idea, beginning, middle, end, sequence, problem/solution, essential/non-essential details, dialogue, cause/effect).</li> </ul>	<p>The following activities may be applied to various skills presented in this standard:</p> <ul style="list-style-type: none"> <li>• Venn diagrams</li> <li>• Tri-fold (beginning, middle and end)</li> <li>• Story mapping</li> <li>• Book reports</li> <li>• Dioramas</li> <li>• Read and discuss different types of literature</li> <li>• Read plays and stories with dialogue</li> <li>• Webbing</li> <li>• Read and listen to a variety of texts</li> <li>• Word searches</li> <li>• Choral reading</li> <li>• Read alouds</li> <li>• Guided reading</li> <li>• Re-read</li> <li>• Identify quotation marks and their uses</li> <li>• Dramatic responses (re-enactments)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Discussion</li> <li>• Tests or quizzes</li> <li>• Story maps and webs</li> <li>• Act out a story</li> <li>• Sequence charts</li> <li>• Skills tests</li> <li>• Holistic tests</li> <li>• Comprehension tests</li> <li>• Charting</li> <li>• Oral reading</li> <li>• Answer questions at the end of a text</li> <li>• Oral re-enactment, reading of dialogue</li> </ul>

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.4 Types of Writing	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Write a sentence, a paragraph and a story.</li> <li>● Include people, places and things.</li> <li>● Use relevant illustrations.</li> <li>● Write an informational sentence about a topic discussed in a content area and illustrate this sentence.</li> <li>● Write on a given topic, including fact and opinion.</li> </ul>	<p>The following activities may be applied to various skills presented in this standard:</p> <ul style="list-style-type: none"> <li>● Write in a daily journal with directed writings (topic of the day).</li> <li>● Write a class story on a given topic.</li> <li>● Sentence starters</li> <li>● Story starters</li> <li>● Brainstorming</li> <li>● Pre-writing</li> <li>● Writing</li> <li>● Editing</li> <li>● Publishing</li> <li>● Copy from the board.</li> <li>● Write lists.</li> <li>● Write letters.</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio of writing samples.</li> <li>● Classroom writing.</li> <li>● Daily journal.</li> <li>● Tests and quizzes.</li> </ul>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● write on a single topic, using complete sentences and proper grammar, including:</li> <li>● title</li> <li>● illustrations</li> <li>● main idea or theme</li> <li>● beginning, middle and end</li> <li>● specific purpose</li>   <li>● write using sentences appropriate for the topic (focus is content)</li>   <li>● identify information, discuss and illustrate information about the topic</li>   <li>● write a series of related sentences with one central idea</li> </ul>	<p>The following activities may be applied to various skills presented in this standard:</p> <ul style="list-style-type: none"> <li>● peer editing</li> <li>● sentence starters</li> <li>● story starters</li> <li>● write a classroom story or book</li> <li>● student journals</li> <li>● word wall display (writing terms, sentences, ABC order, categorizing, reading drills)</li> <li>● sight word bingo</li> <li>● make name tags for classmates</li> <li>● word searches</li> <li>● edit incorrect sentences</li> <li>● daily copying of work from board</li> <li>● journal writing</li> </ul>	<ul style="list-style-type: none"> <li>● PSSA rubric (see appendix)</li> <li>● Teacher observation</li> <li>● Evaluation of writing, ABC order, categorizing</li> <li>● Correction of daily copy work</li> <li>● Journal writing</li> <li>● Analyze sentences</li> <li>● Discussion</li> <li>● Self correction of writing and handwriting</li> <li>● “Write and Illustrate Your Own Book” contest</li> <li>● Tests and quizzes</li> </ul>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Write with an awareness of nouns and verbs and their placement in a sentence</li> <li>• Use descriptive words when writing</li> <li>• Use capital letters correctly (first word of a sentence, “I”, and names).</li> <li>• End sentences with correct punctuation</li> <li>• Use complete sentences (orally and in writing).</li> <li>• Revise writing with teacher assistance to ensure that all components are present and that the text follows a sequence. Spelling, punctuation and capital letters will also be revised, if needed.</li> <li>• Present written work for publication when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare complete to incomplete sentences (identify what is missing).</li> <li>• Identify naming part (noun) and the telling part (verb) in a sentence.</li> <li>• Substitute a pronoun for a name or thing.</li> <li>• Give an opinion about one’s own work.</li> <li>• Choose one’s best piece for publication.</li> <li>• Teacher modeling</li> <li>• Tri-fold (beginning, middle and end)</li> <li>• Story maps</li> <li>• Charting</li> <li>• Write a narrative, informative or persuasive piece based on a specific title, main idea or picture.</li> <li>• Brainstorm</li> <li>• Pre-write.</li> </ul>	

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1.5 Quality of Writing (cont.)	<ul style="list-style-type: none"> <li>Recognize letters/words, size, shape, smoothness, and spacing. Student's handwriting will reflect these elements.</li> </ul>	<ul style="list-style-type: none"> <li>Webbing.</li> <li>Cloze activities.</li> <li>Naming/listing through charts</li> <li>Write words/sentences to accompany pictures.</li> <li>Describe a picture, place, thing or person.</li> <li>Edit sentences with capitalization, punctuation mistakes (sentence of the day activity).</li> </ul>	

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.6 Speaking and Listening	Students will listen to various kinds of literature read to them. Students will be able to retell the story in order orally or using pictures. They will be able to formulate and verbalize questions relating to the literature.	<p>The following activities may be applied to various skills presented in this standard.</p> <ul style="list-style-type: none"> <li>Everyday conversations</li> <li>Retell stories</li> <li>Contribute to classroom discussions</li> <li>Oral readings</li> <li>Present a report (show and tell)</li> <li>Give sample directions and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Oral reading contest</li> <li>Self critique</li> <li>Peer critique</li> <li>Teacher observation</li> <li>Following directions activities</li> <li>Evaluate oral discussions</li> </ul>

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
<p>1.6 Speaking and Listening (cont.)</p>	<p>After students listen to a selection of literature, fiction or non fiction, they will be able to:</p> <ul style="list-style-type: none"> <li>• Relate it to similar experiences</li> <li>• Make predictions</li> <li>• Identify characters and tone</li> <li>• Identify new words and concepts</li> <li>• Retell the selection using beginning, middle and end</li> </ul> <p>Students will be able to speak using appropriate speech skills:</p>	<p>The following activities may be applied to various skills presented in this standard.</p> <ul style="list-style-type: none"> <li>• Everyday conversations</li> <li>• Retell stories</li> <li>• Contribute to classroom discussions</li> <li>• Oral readings</li> <li>• Present a report (show and tell)</li> <li>• Give simple directions and explanations</li> <li>• Respond to a peer's work</li> <li>• Choral reading</li> <li>• Partner reading</li> <li>• Teacher observation</li> <li>• Act out stories</li> <li>• Reciprocal questioning</li> <li>• Predictions</li> <li>• Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Oral reading contest</li> <li>• Self critique</li> <li>• Peer critique</li> <li>• Teacher observation</li> <li>• Following directions activities</li> <li>• Evaluate oral discussions</li> </ul>

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
<p>1.6 Speaking and Listening (cont.)</p>	<p>Students will be able to participate in and contribute to classroom discussions offering personal experiences and opinions, asking relevant questions, responding to questions with related information.</p> <p>Students will listen to the contributions of others and display appropriate turn taking behavior.</p> <p>Students will listen to and follow directions.</p> <p>Students will be able to participate and contribute to small and large group discussions.</p> <p>The students will recognize the role of media in everyday life.</p> <p>The students will be able to distinguish between advertisements, informational, reality and fantasy pieces.</p>	<p>Teacher modeling; Listen to audio tape of selection; Following directions activities</p>	

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1.7 Characteristics and Functions of the English Language	Students will recognize: That there are other languages; Variations in the dialogues of literary characters; The structure of a sentence (noun/verb placement, capital letters, ending punctuation). Students will write complete sentences correctly.	The following activities may be applied to various skills presented in this standard: Read/listen to bilingual text; Learn common words (numbers, greetings, mannerisms) in various languages; Identify the prominent language of other countries; Read/view a variety of literature, films, and plays with geographic dialect present; Write sentences, paragraphs and stories; Grammar activities.	Classroom discussions; Re-enactments; Teacher observation; Evaluation of written work (PSSA rubric, see appendix); Tests; Quizzes

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.8 Research	Students will be able to use a dictionary and an encyclopedia for locating information. Students will discuss information. Students will be able to locate information using: Table of contents; Glossary; Index of books.	The following activities may be applied to various skills presented in this standard. Use dictionaries to spell words and find meanings of words; Use encyclopedias to find facts about a topic; Use picture books and the Internet to find information; KWL; Webbing;	Teacher observation; Reciprocal questioning; Evaluation of dioramas, murals, collages, reports, etc. Explanation of research; Summarize information in an oral format.

<b>Standard</b>	<b>Skills/Knowledge</b>	<b>Suggested Activities</b>	<b>Assessment</b>
1.8 Research	Students will discuss content topics for research.	Maps; Charts; Outlines; Drama; Dioramas; Collages; Murals; Oral/written reports; Brainstorming; Locate information in the library; ABC order; Use magazine and newspaper articles; Interview other people; Graphs;	