

# Wallenpaupack Area School District Planned Course Curriculum Guide

## English/Language Arts

### Grade 1 ELA

**Course Description:**

Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the priority skills taught in Grade 1. Non-fiction texts are included in order to prepare students for real world literacy. Writing to text, speaking, and listening are core components of the program.

**Revision Date:**

June 2014

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 1 ELA</b>	<b>GRADE: One</b>
<b>UNIT 1: Animals, Tame and Wild</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.1.B:** Demonstrate understanding of the organization and basic features of print.

**CC.1.1.1.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.1.1.1.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.1.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.1.A:** Identify the main idea and retell key details of text.

**CC.1.2.1.B:** Ask and answer questions about key details in a text.

**CC.1.2.1.F:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.G:** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.I:** Identify basic similarities in and differences between two texts on the same topic.

**CC.1.2.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.2.1.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.A:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CC.1.3.1.B:** Ask and answer questions about key details in a text.

**CC.1.3.1.C:** Describe characters, settings, and major events in a story, using key details.

**CC.1.3.1.D:** Identify who is telling the story at various points in a text.

**CC.1.3.1.E:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

**CC.1.3.1.F:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.3.1.G:** Use illustrations and details in a story to describe characters, setting, or events.

**CC.1.3.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.3.1.K:** Read and comprehend literature on grade level, reading independently and proficiently.

**CC.1.4.1.E:** Choose words and phrases for effect.

**CC.1.4.1.F:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.1.R:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.1.X:** 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.

**CC.1.5.1.A:** Participate in collaborative conversations with peers and adults in small and larger groups.

**CC.1.5.1.B:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**CC.1.5.1.C:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**CC.1.5.1.E:** Produce complete sentences when appropriate to task and situation.

**CC.1.5.1.F:** Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

**CC.1.5.1.G:** Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

**UNIT OBJECTIVES (SWBATS):**

- Blend and segment phonemes
- Add ending phonemes /s/, /z
- Count phonemes
- Identify short a
- Final ck
- Short l
- Final x
- Short o
- -s plurals
- Short e
- Initial blends
- Short u
- Final blends
- Digraphs sh, th
- Vowel sound in ball
- Character
- Realism and fantasy
- Character and setting
- Main idea
- Cause and effect
- Monitor and fix up
- Summarize
- Visualize
- Ask questions
- Story structure
- Predict
- Sentences
- Action parts of sentences
- Word order
- Telling sentences
- Questions
- Writing a story about me

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Cause/effect
- Character
- Characterization
- Fantasy story
- Main idea,
- Summarize

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

**EVIDENCE OF MASTERY/Cut Score:**

- Progressing towards DIBELS mid-year goal composite score of 130 (23 WCM)
- 70% in Weekly Tests

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- cuddle, faithful, fetch, heel, needs, responsibility, shelter, tickle
- career, comfort, exercise, scrub, search, service, sloppy, tool

- danger, enormous, past, powerful, present, produce, serve, snuggle, transportation
- dangle, medicine, nape, observe, parent, poisonous, solo, wild
- gentle, habitat, hatch, moist, nudge, perch, private, survive
- beneath, desert, forest, native, reserve, snug, surf, world

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 1 ELA</b>	<b>GRADE: One</b>
<b>UNIT 2: Communities</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.1.B:** Demonstrate understanding of the organization and basic features of print.

**CC.1.1.1.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.1.1.1.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.1.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.1.A:** Identify the main idea and retell key details of text.

**CC.1.2.1.B:** Ask and answer questions about key details in a text.

**CC.1.2.1.C:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**CC.1.2.1.F:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.G:** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.I:** Identify basic similarities in and differences between two texts on the same topic.

**CC.1.2.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.2.1.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.2.1.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.A:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CC.1.3.1.B:** Ask and answer questions about key details in a text.

**CC.1.3.1.E:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

**CC.1.3.1.F:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.3.1.G:** Use illustrations and details in a story to describe characters, setting, or events.

**CC.1.3.1.H:** Compare and contrast the adventures and experiences of characters in stories.

**CC.1.3.1.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.3.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.3.1.K:** Read and comprehend literature on grade level, reading independently and proficiently.

**CC.1.4.1.E:** Choose words and phrases for effect.

**CC.1.4.1.F:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.1.R:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.1.X:** 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.

**CC.1.5.1.A:** Participate in collaborative conversations with peers and adults in small and larger groups.

**CC.1.5.1.B:** Confirm understanding of a text read aloud or information presented orally or through other

media by asking and answering questions about key details and requesting clarification if something is not understood.

**CC.1.5.1.C:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**CC.1.5.1.E:** Produce complete sentences when appropriate to task and situation.

**CC.1.5.1.F:** Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

**CC.1.5.1.G:** Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

**UNIT OBJECTIVES (SWBATS):**

- Blend and segment phonemes
- Distinguish long/short sounds
- Substitute phonemes
- Long a (CVce)
- c/s/ and g/j/
- Long I (CVCe)
- Digraphs wh, ch, tch
- Long o (CVCe)
- Contractions n't, 'm, 'll
- Long u, long e (CVCe)
- Inflected endings –ed
- Long e
- Syllables VCCV
- Cause and effect
- Author's purpose
- Sequence
- Compare and contrast
- Monitor and fix up
- Ask questions
- Preview
- Proper nouns
- Special titles
- Days, months, and holidays
- One and more than one
- Nouns in sentences
- Writing how-to-report

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching

- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Author's purpose
- Cause/effect
- Compare/contrast
- Sequence of steps

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

**EVIDENCE OF MASTERY:**

- Progressing towards DIBELS mid-year goal composite score of 130 (23 WCM)
- 70% in Weekly Tests

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- chore, commute, cooperation, display, downtown, household, rule, subway
- aquarium, borrow, group, lines, rehearsal, respect, share, soothe
- branch, citizen, community, earn, headquarters, law, leader, patrol
- bluff, boisterous, crater, enemy, extinct, holler, protect, swamp
- capture, creature, environment, inhale, require, slimy, sludge, thrive
- creep, eagerly, individual, industrious, romp, slither, special, wander



**Wallenpaupack Area School District Curriculum**

**COURSE: Grade 1 ELA**

**GRADE: One**

**UNIT 3: Changes**

**TIME FRAME: Six Weeks**

**PA CORE STANDARDS:**

**CC.1.1.1.B:** Demonstrate understanding of the organization and basic features of print.

**CC.1.1.1.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.1.1.1.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.1.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.1.A:** Identify the main idea and retell key details of text.

**CC.1.2.1.C:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**CC.1.2.1.F:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.G:** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.I:** Identify basic similarities in and differences between two texts on the same topic.

**CC.1.2.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.2.1.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.2.1.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.A:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CC.1.3.1.B:** Ask and answer questions about key details in a text.

**CC.1.3.1.C:** Describe characters, settings, and major events in a story, using key details.

**CC.1.3.1.E:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

**CC.1.3.1.F:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.3.1.G:** Use illustrations and details in a story to describe characters, setting, or events.

**CC.1.3.1.H:** Compare and contrast the adventures and experiences of characters in stories.

**CC.1.3.1.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.3.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.3.1.K:** Read and comprehend literature on grade level, reading independently and proficiently.

**CC.1.4.1.B:** Identify and write about one specific topic.

**CC.1.4.1.E:** Choose words and phrases for effect.

**CC.1.4.1.F:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.1.R:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.1.X:** 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.

**CC.1.5.1.A:** Participate in collaborative conversations with peers and adults in small and larger groups.

**CC.1.5.1.B:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**CC.1.5.1.C:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**CC.1.5.1.E:** Produce complete sentences when appropriate to task and situation.

**CC.1.5.1.F:** Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

**CC.1.5.1.G:** Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

**UNIT OBJECTIVES (SWBATS):**

- Segment phonemes
- Onset/rhyme
- Add phonemes /ez/
- Add phonemes /er/, /est/
- Substitute initial phonemes
- Vowel sounds of y
- Long vowels (CV)
- Final ng, nk
- Compound words
- Ending –es
- r-controlled or, ore
- Inflected –ed, -ing;
- r-controlled ar;
- r-controlled er, ir, ur
- Contractions ‘s, ‘ve, ‘re
- Comparative endings; dge/j/
- Long a: ai, ay
- Possessives
- Compare and contrast
- Plot
- Theme
- Draw conclusions
- Sequence
- Predict
- Summarize
- Visualize
- Text structure
- Writing description

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading

- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Compare/contrast
- Draw conclusions
- Plot
- Sequence of steps
- Structure
- Summarize
- Text
- Theme

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

**EVIDENCE OF MASTERY:**

- DIBELS mid-year Benchmark Goals:  
Composite Score – 130  
Nonsense Word Fluency – 43  
WCM - 23  
Accuracy – 78%
- 70% in Weekly Tests

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- adult, bounce, crooked, handsome, healthy, measurement, shuffle, teeter
- attempt, awkward, correct, event, famous, flatter, lovely, time line
- arrive, crumple, depart, location, route, stampede, swoop, tumble
- blossom, destroy, dim, gardener, humongous, nature, shade, sprout
- cycle, develop, emerge, fragile, insect, rearrange, vessel, yearly
- autumn, bitterly, freeze, hibernate, migrate, season, temperature, weary

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Grade One ELA</b>	<b>GRADE: One</b>
<b>UNIT 4: Treasures:</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.1.B:** Demonstrate understanding of the organization and basic features of print.

**CC.1.1.1.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.1.1.1.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.1.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.1.A:** Identify the main idea and retell key details of text.

**CC.1.2.1.C:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**CC.1.2.1.F:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.G:** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.I:** Identify basic similarities in and differences between two texts on the same topic.

**CC.1.2.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.2.1.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.2.1.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.A:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CC.1.3.1.B:** Ask and answer questions about key details in a text.

**CC.1.3.1.C:** Describe characters, settings, and major events in a story, using key details.

**CC.1.3.1.E:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

**CC.1.3.1.F:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.3.1.G:** Use illustrations and details in a story to describe characters, setting, or events.

**CC.1.3.1.H:** Compare and contrast the adventures and experiences of characters in stories.

**CC.1.3.1.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.3.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.3.1.K:** Read and comprehend literature on grade level, reading independently and proficiently.

**CC.1.4.1.B:** Identify and write about one specific topic.

**CC.1.4.1.E:** Choose words and phrases for effect.

**CC.1.4.1.F:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.1.R:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.1.X:** 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.

**CC.1.5.1.A:** Participate in collaborative conversations with peers and adults in small and larger groups.  
**CC.1.5.1.B:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
**CC.1.5.1.C:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
**CC.1.5.1.E:** Produce complete sentences when appropriate to task and situation.  
**CC.1.5.1.F:** Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.  
**CC.1.5.1.G:** Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

**UNIT OBJECTIVES (SWBATS):**

- Substitute phonemes
- Segment and count syllables
- Long e: ea; inflected endings; long o: oa, ow
- Three-letter blends
- Long e: ie, igh
- kn/n/
- wr/r/
- Compound words
- Vowels ew, ue, ui
- Suffixes -ly, -ful
- Diphthong ow/ou/
- Syllables C + le
- Theme
- Author's purpose
- Realism and fantasy
- Character, setting, and plot
- Cause and effect
- Graphic organizers
- Monitor and fix up
- Story structure
- Preview
- Writing a persuasive letter

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role

playing)

**ANCHOR VOCABULARY:**

- Author's purpose
- Cause/effect
- Character
- Fantasy story
- Plot
- Setting
- Structure
- Theme

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

**EVIDENCE OF MASTERY:**

- Progressing towards DIBELS end-of-year goal composite score of 155 (47 WCM)
- 70% in Weekly Tests

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- celebrate, cherish, delicate, genuine, grateful, loot, rarest
- carve, create, doodle, hobby, imagination, inspiration, masterpiece, sculptor
- abandon, decompose, excavate, fossil, nourish, soil, splinter, sunken
- delightful, errand, festive, fiesta, memory, ordinary, refreshments, symbol
- collector, flourish, jealous, porridge, relatives, secret, seriousness, sibling
- admire, discover, dwell, resident, sadness, substantial, tremendous, welcome

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 1 ELA</b>	<b>GRADE: One</b>
<b>UNIT 5: Great Ideas</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.1.B:** Demonstrate understanding of the organization and basic features of print.

**CC.1.1.1.C:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CC.1.1.1.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.1.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.1.A:** Identify the main idea and retell key details of text.

**CC.1.2.1.C:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**CC.1.2.1.F:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CC.1.2.1.G:** Use the illustrations and details in a text to describe its key ideas.

**CC.1.2.1.I:** Identify basic similarities in and differences between two texts on the same topic.

**CC.1.2.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**C.1.2.1.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.2.1.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.1.A:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CC.1.3.1.B:** Ask and answer questions about key details in a text.

**CC.1.3.1.C:** Describe characters, settings, and major events in a story, using key details.

**CC.1.3.1.E:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

**CC.1.3.1.F:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.3.1.G:** Use illustrations and details in a story to describe characters, setting, or events.

**CC.1.3.1.H:** Compare and contrast the adventures and experiences of characters in stories.

**CC.1.3.1.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

**CC.1.3.1.J:** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

**CC.1.3.1.K:** Read and comprehend literature on grade level, reading independently and proficiently.

**CC.1.4.1.B:** Identify and write about one specific topic.

**CC.1.4.1.E:** Choose words and phrases for effect.

**CC.1.4.1.F:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.1.R:** Demonstrate a grade-appropriate command of conventions of the English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.1.X:** 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.

**CC.1.5.1.A:** Participate in collaborative conversations with peers and adults in small and larger groups.



**CC.1.5.1.B:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**CC.1.5.1.C:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**CC.1.5.1.E:** Produce complete sentences when appropriate to task and situation.

**CC.1.5.1.F:** Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

**CC.1.5.1.G:** Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

**UNIT OBJECTIVES (SWBATS):**

- Substitute initial and final phonemes
- Segment and count phonemes
- Segment and count syllables
- Diphthong ou/ou
- Syllables VCV
- Inflected endings
- Diphthongs oi, oy
- Suffixes -er, -or
- Vowels aw, au
- Short e: es
- Prefixes un-, re-
- Long vowels l, o
- Sequence
- Compare and contrast
- Main idea
- Draw conclusions
- Theme
- Summarize
- Ask questions
- How sentences begin and end
- Writing a group research project

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Compare/contrast
- Draw conclusion
- Main idea
- Sequence of steps
- Summarize
- Theme

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

**EVIDENCE OF MASTERY/Cut Score:**

- DIBELS end-of-year Benchmark Goals:  
Composite Score – 155  
Nonsense Word Fluency – 58  
WCM - 47  
Accuracy – 90%  
Retell - 15
- 70% in Weekly Tests

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- advice, clever, intend, plump (er), predicament, proudly, scrawny, wise
- dawn, fond, freedom, miserable, proper, scaly, scarcely, selfish, speckled
- case, darling, explanation, gorgeous, rafters, riddle, suspects, wonder
- cellar, convenient, engine, equipment, furnace, gadget, pilot, steer
- biplane, determined, inventor, sketch, speech, stable, stall, technology
- contraption, curious, doubt, energy, glider, intelligent, (un)manned, soar