



Pine Grove Area
SCHOOL DISTRICT

Language Arts Curriculum

First Grade

BOARD APPROVED AUGUST 2007

I. PHILOSOPHY

The First Grade Language Arts course of the Pine Grove Area School District has been structured to develop, systematically and thematically, the four language acquisition skills: listening, speaking, reading, and writing. The First Grade Language Arts course continues the process at the first grade level. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. **Reading Independently** - Ability to read for meaning and enjoyment
2. **Reading Critically** - Ability to understand reading material in all content areas
3. **Listening and Speaking** - Ability to use active listening skills and appropriate speaking skills
4. **Literature** - Ability to read, analyze, and interpret literature
5. **Types of Writing** - Ability to produce a narrative or informational piece of writing
6. **Quality of Writing** - Ability to produce quality writing
7. **Characteristics and Functions of English Language** - Recognize that there are other languages and variations of dialogue
8. **Research** - Ability to use and apply appropriate research skills

III. COURSE OF STUDY

A. Course Name: Language Arts

B. Grade Level: First Grade

C. Length of Course: Full Year

1. Frequency: Daily

2. Duration: 90 minutes

D. Academic Level: First Grade

E. Credits: 0

F. Prerequisites: None

G. Course Description:

This course is designed to actively engage first grade students in the art of reading, writing, listening, and speaking. Accommodations and modifications will be made for those students who need additional assistance and/or remediation in specific areas.

IV. CONTENT: Language Arts First Grade
CORE CONCEPT 1: Reading Independently
MAJOR OBJECTIVE: Ability to read for meaning and enjoyment

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1 Before reading, the student will state predictions about story type by looking at pictures</p>	<p>Teacher will guide student to:</p> <p>Identify and classify a story as fiction or non-fiction</p> <p>Make logical predictions using prior knowledge and pictures</p>	<p>Teacher evaluation of:</p> <p>Student's responses during whole or small group discussion</p> <p>Student's oral and/or written predictions</p>	<p>Textbook resources</p> <p>Trade books</p> <p>Classroom big books</p>
<p>PA Standard 1.1 The student will identify title, author, illustrator, and table of contents in a book</p>	<p>Teacher will guide student to:</p> <p>Identify and locate title, author, illustrator, and table of contents</p>	<p>Teacher evaluation of:</p> <p>Student's responses during whole and small group instruction</p>	<p>Textbook resources</p> <p>Trade books</p> <p>Classroom big books</p>

CONTENT: Communication Arts First Grade

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to read for meaning and enjoyment

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1 During reading, the student will apply phonetic and structural analysis and develop a basic sight word vocabulary. He/She will use picture and context clues to decode and understand new words</p>	<p>Teacher will guide student to:</p> <p>Demonstrate phonetic awareness including the following:</p> <ul style="list-style-type: none">• Identify the pattern of rhyming words and word families• Isolate, blend, or segment phonemes• Associate letters with their sounds• Associate diphthongs and digraphs with their sounds: ch, th, sh, tch, wh, oy, oi• Identify and apply long and short vowel patterns• Identify and apply inflections: -s,<ul style="list-style-type: none">• -es, -ed, -ing• Identify and apply picture and context clues	<p>Teacher evaluation of:</p> <p>Student's oral and/or written responses</p> <p>Student's oral reading performance</p>	<p>Textbook resources</p> <p>Trade books</p> <p>Classroom big books</p> <p>Songs</p> <p>Poetry</p> <p>Flashcards</p> <p>Letter tiles</p> <p>Games</p> <p>Computer activities</p>

CONTENT: Language Arts First Grade
CORE CONCEPT 1: Reading Independently
MAJOR OBJECTIVE: Ability to read for meaning and enjoyment

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1 The student will read text using comprehension strategies during and after reading</p>	<p>Teacher will guide student to:</p> <p>Comprehend text using the following strategies:</p> <ul style="list-style-type: none"> • Retelling using logical sequence words – first, then, next, last • State details and main idea of the story • Identify story elements using specific element words (character, plot, setting) • Utilize information from the story to predict and draw conclusions • Utilize picture clues to comprehend the story • Read and follow written directions 	<p>Teacher evaluation of:</p> <p>Student’s oral and/or written responses</p> <p>Oral or written retelling of or summarizing the story</p> <p>Illustrate understanding of a story given a prompt</p> <p>Appropriate responses to comprehension questions</p> <p>Predict and draw conclusions to create a new ending for the story</p>	<p>Textbook resources</p> <p>Trade books</p> <p>Classroom big books</p> <p>Supplementary comprehension worksheets</p> <p>Computer activities</p> <p>Poetry and nursery rhymes</p> <p>Drawing materials</p>

CONTENT: Language Arts First Grade

CORE CONCEPT 1: Reading Independently

MAJOR OBJECTIVE: Ability to read for meaning and enjoyment

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.1 The student will acquire and read sight vocabulary in all content areas	Teacher will guide student to: Identify and read sight vocabulary (sight vocab words TBD 2007-2008 school year)	Teacher evaluation of: Oral reading of sight vocabulary in isolation and context Responses to independent written activities	Textbook resources Trade books Classroom big books Songs Poetry Flashcards Letter tiles Games Computer activities

CONTENT: Language Arts First Grade

CORE CONCEPT 2: Reading Critically

MAJOR OBJECTIVE: Ability to understand reading material in all content areas

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2 The student will demonstrate the ability to understand and interpret both fiction and non-fiction texts appropriate to reading level and/or grade level</p>	<p>Teacher will guide student to:</p> <p>Comprehend text by identifying story type as fiction or non-fiction and determining essential information, including:</p> <ul style="list-style-type: none">• Retell a story• Listen for essential information and identify facts• Identify information in text that helps explain a particular fact or idea	<p>Teacher evaluation of:</p> <p>Student oral or written responses to text</p> <p>Student's illustration of essential information and details</p> <p>Student's ability to determine essential information for problem-solving</p>	<p>Textbook resources</p> <p>Non-fiction trade books</p> <p>Magazines and/or Weekly reader</p> <p>Reference books</p> <p>Computer and/or internet resources</p> <p>Drawing materials</p>

CONTENT: Language Arts First Grade

CORE CONCEPT 3: Listening and Speaking

MAJOR OBJECTIVE: Ability to use active listening skills and appropriate speaking skills

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6 The student will listen and respond to a speaker or selection of literature</p>	<p>Teacher will guide the student to:</p> <p>Listen and respond appropriately, including:</p> <ul style="list-style-type: none">• Listen to and follow oral directions• Retelling using logical sequence (beginning, middle, and end)• Retelling using sequence words – first, then, next, last• Recall and state details, as well as, main idea of the story• Identify story elements (character, plot, setting, problem)• Draw conclusions based on story events, predict based on facts and personal experiences	<p>Teacher evaluation of:</p> <p>Oral or written retelling of or summarizing the story</p> <p>Illustrate understanding of a story given a prompt</p> <p>Appropriate responses to comprehension questions</p> <p>Predict and draw conclusions using appropriate responses</p>	<p>Textbook resources</p> <p>Trade books</p> <p>Classroom big books</p> <p>Supplementary comprehension worksheets</p> <p>Computer activities</p> <p>Poetry and nursery rhymes</p> <p>Drawing materials</p>

CONTENT: Language Arts First Grade

CORE CONCEPT 3: Listening and Speaking

MAJOR OBJECTIVE: Ability to use active listening skills and appropriate speaking skills

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6 Student will use appropriate speech skills when participating in classroom presentations and discussions</p>	<p>Teacher will guide student to:</p> <p>Use appropriate speech skills including:</p> <ul style="list-style-type: none">• Complete thoughts• Appropriate volume and pace• Enunciate words correctly <p>Contribute to and participate in small or large group discussions and presentations, including:</p> <ul style="list-style-type: none">• Take turns• Listen to others• Ask appropriate questions• Respond with topic-related information and personal experiences• Give simple explanations or summaries and/or short reports	<p>Teacher evaluation of:</p> <p>Student's speech skills during classroom presentations and discussions</p>	<p>Show and Tell materials</p> <p>Sharing of writing journal, story, personal experience</p> <p>Calendar/Morning Meeting</p>

CONTENT: Language Arts First Grade**CORE CONCEPT 4: Literature****MAJOR OBJECTIVE: Ability to read, analyze, and interpret literature****CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3 Student will listen to, read, and compare a variety of literature	Teacher will guide student to: Listen to and read a variety of literature as presented in the classroom Compare and contrast two different pieces of literature	Teacher evaluation of: Oral or written activities comparing literature	Textbook resources Trade books (non-fiction and fiction) Classroom big books Poetry and nursery rhymes
PA Standard 1.3 The student will identify literary elements and devices in a story	Teacher will guide the student to: Demonstrate the ability to identify and/or locate the following literary elements and devices: <ul style="list-style-type: none">• Character• Setting• Problem• Beginning, middle, end• Rhyme• Repetition• Rhythm	Teacher evaluation of: Oral or written activities identifying elements and devices Checklist/rubric for literary element identification – to be designed 07-08 school year	Textbook resources Trade books (non-fiction and fiction) Classroom big books Poetry and nursery rhymes

CONTENT: Language Arts First Grade

CORE CONCEPT 4: Literature

MAJOR OBJECTIVE: Ability to read, analyze, and interpret literature

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3 The student will identify dialogue in plays and stories	Teacher will guide the student to: Demonstrate the ability to locate dialogue in any given story or play	Teacher evaluation of: Student ability to identify dialogue during whole and small group instruction	Textbook resources Trade books (non-fiction and fiction) Classroom big books Poetry and nursery rhymes Plays

CONTENT: Language Arts First Grade**CORE CONCEPT 5: Types of Writing****MAJOR OBJECTIVE: Ability to produce a narrative or informational piece of writing****CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.4 The student will write a narrative piece from personal experience	Teacher will guide the student to: Through modeling and interactive writing, complete a language experience story, individual narrative, and poem	Teacher evaluation of: Student's written activities using the first grade rubric	Writing journal Writing materials Textbook resources Trade books
PA Standard 1.4 The student will write an informational piece about a topic discussed in a content area	Teacher will guide the student to: Write a non-fiction informational piece through modeling, list making, letter writing, and short reports	Teacher evaluation of: Student's written activities using the first grade rubric	Writing journal Writing materials Textbook resources Trade books Reference and non-fiction books Internet
PA Standard 1.4 The student will write a personal opinion	Teacher will guide the student to: Express and write a personal opinion by modeling and shared writing	Teacher evaluation of: Student's written activities using the first grade rubric	Writing journal Writing materials Textbook resources Trade books Reference and non-fiction books Internet

CONTENT: Language Arts First Grade
CORE CONCEPT 6: Quality of Writing
MAJOR OBJECTIVE: Ability to produce quality writing

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5 The student will write on a single topic focus using sentences appropriate for that topic</p>	<p>Teacher will guide student to: Write a fiction or non-fiction piece focusing on one topic</p>	<p>Teacher evaluation of: Student's written activities using the first grade rubric</p>	<p>Writing journal Writing materials Textbook resources Trade books Reference and non-fiction books Internet</p>
<p>PA Standard 1.5 The student will write with organization (beginning, middle, and end)</p>	<p>Teacher will guide student to: Write a piece using appropriate organization and/or sequence</p>	<p>Teacher evaluation of: Student's written activities using the first grade rubric</p>	<p>Writing journal Writing materials Textbook resources Trade books Reference and non-fiction books Internet</p>

CONTENT: Language Arts First Grade
CORE CONCEPT 6: Quality of Writing
MAJOR OBJECTIVE: Ability to produce quality writing

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5 The student will write using correct semantics and syntax</p>	<p>Teacher will guide student to: Write a piece using correct syntax and semantics</p>	<p>Teacher evaluation of: Student's written activities using the first grade rubric</p>	<p>Writing journal Writing materials Textbook resources Trade books Reference and non-fiction books Internet</p>

CONTENT: Language Arts First Grade
CORE CONCEPT 6: Quality of Writing
MAJOR OBJECTIVE: Ability to produce quality writing

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5 The student will edit with teacher’s assistance to ensure that all components are present, text follows a sequence, and the conventions of language are utilized properly</p>	<p>Teacher will guide student to:</p> <p>Edit a piece of writing with assistance in the following areas:</p> <ul style="list-style-type: none"> • Space between words • Capital letters • Correct punctuation • Correct spelling on common and frequently used words • Complete sentences • Focus on one topic • Logical organization • Descriptive language 	<p>Teacher evaluation of:</p> <p>Student’s written activities using the first grade rubric</p>	<p>Writing journal</p> <p>Writing materials</p> <p>Textbook resources</p> <p>Trade books</p> <p>Reference and non-fiction books</p> <p>Internet</p>
<p>PA Standard 1.5 The student will publish and/or share writing</p>	<p>Teacher will guide student to:</p> <p>Share his/her writing in a small group or whole group setting</p> <p>Publish his/her writing using assistance</p>	<p>Teacher evaluation of:</p> <p>Observed individual sharing of published writing using appropriate speech skills</p>	<p>Published piece of writing</p> <p>Writing journal</p>

CONTENT: Language Arts First Grade

CORE CONCEPT 7: Characteristics and Functions of English Language

MAJOR OBJECTIVE: Recognize that there are other languages and variations of dialogue

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.7 The student will recognize that there are other languages</p>	<p>Teacher will guide student to:</p> <p>Recognize names of characters or words from other languages through story discussion</p>	<p>Teacher evaluation of:</p> <p>Student response in small group or whole group discussion</p>	<p>Multi-cultural trade books</p> <p>CD's</p> <p>Videos</p> <p>Resource people</p> <p>Textbook resources</p>
<p>PA Standard 1.7 Identify dialogue in literature</p>	<p>Teacher will guide the student to:</p> <p>Demonstrate the ability to locate dialogue in any given story or play</p>	<p>Teacher evaluation of:</p> <p>Student response during whole and small group instruction</p>	<p>Textbook resources</p> <p>Trade books (non-fiction and fiction)</p> <p>Classroom big books</p> <p>Poetry and nursery rhymes</p> <p>Plays</p>

CONTENT: Language Arts First grade

CORE CONCEPT 8: Research

MAJOR OBJECTIVE: Ability to use and apply appropriate research skills

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.8 The student will discuss content topics of interest for research	Teacher will guide student to: To brainstorm ideas for research using graphic organizers	Teacher evaluation of: Student participation in brainstorming ideas and construction of graphic organizer	Textbook resources Graphic organizers
PA Standard 1.8 The student will locate information using appropriate sources and strategies	Teacher will guide student to: Use library books, pictures, and reference materials	Teacher evaluation of: Student ability to use resource materials in the library, classroom, and/or internet	Library books Pictures (books, magazine, internet) Encyclopedias Internet Textbook resources

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach the first grade level of achievement in communication arts. These skills include those noted in the specific content area of this curriculum.

B. Grading system for all first grade communication arts classes is as follows:

Grading Scale	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

C. Each student's grade will be determined at the conclusion of each marking period.