

Seneca Valley School District

# ELA Curriculum

Grade 1

Michele Zorn, Jamie Badaracco, Megan Anderson, Tina Hilliard  
5/20/2014

## Links and documents to support the ELA Curriculum Document

The Pennsylvania Department of Education publishes the **Standards Aligned System (SAS)** website to provide resources to school districts across the state. <http://www.pdesas.org> This site is utilized by the curriculum committee to access documents in the process of creating the Seneca Valley curriculum document.

Multiple documents have been utilized to create the Seneca Valley Curriculum Documents including:

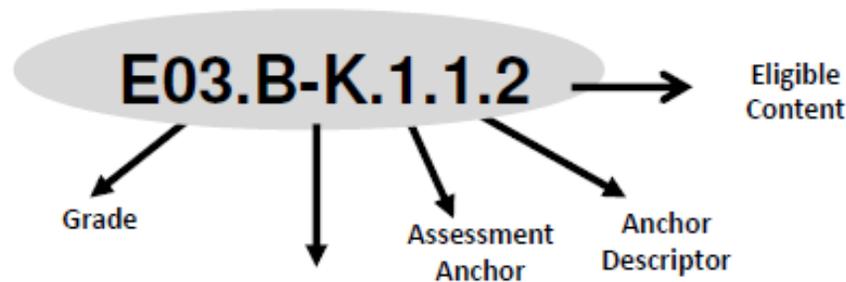
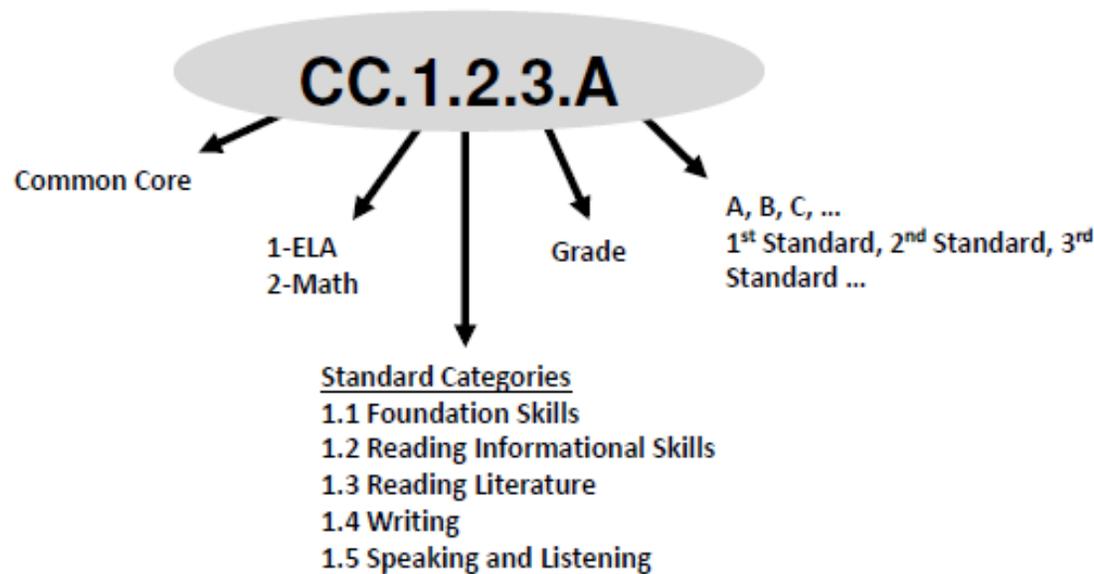
**Pennsylvania Core Standards** - This link will take you directly to the state PA Core Standards from which our documents are based upon. In addition, page 2 of the document provides an introduction to the five standard categories. <http://www.pdesas.org/Standard/PACore>

**PA Core Curriculum Framework** – This link will take you the framework developed by the state. You can select a subject/grade level and search by standard and grade level. This link will be helpful to dig deeper into the standards and view long term transfer goals, essential questions and concepts.

<http://www.pdesas.org/CurriculumFramework/PAC/>

**ELA Assessment Anchors and Eligible Content** – This link will take you ELA Assessment Anchors and Eligible Content for grades 3 – 8 as well as Literature and English Composition Assessment. (Please choose from the links listed in blue on the left side of the screen.) <http://www.pdesas.org/Standard/PACore>

# Understanding the Organization of the PA Common Core Standards



## Reporting Categories

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

STANDARD CATEGORY

1.2 Reading Informational Text

Students read, understand and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

GRADE LEVEL STANDARD CC.1.2.3.A

Determine the main idea of a text; recount the key details and explain how they support the main idea.

ASSESSMENT ANCHOR-The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

E03.B-K.1 Key Ideas and Details

ANCHOR DESCRIPTOR-The Anchor Descriptor adds a level of specificity to the content covered by the Assessment

Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it.

E03.B-K.1.1 Key Ideas and Details

Demonstrate the understanding of key ideas and details in informational texts.

ELIGIBLE CONTENT-The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. E03.B-K.1.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

## Foundational Skills

PA Core Standards		
<b>CC.1.1.1.B</b> Demonstrate understanding of the organization and basic features of print.	•	
<b>CC.1.1.1.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	•	•
<b>CC.1.1.1.D</b> Know and apply grade-level phonics and word analysis skills in decoding words.	•	•
<b>CC.1.1.1.E</b> Read with accuracy and fluency to support comprehension.		

**Embedded Speaking & Listening Standards:**

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

Overall Learning Focus/Goal	Essential Questions
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, they apply them as effective readers.	<p><b>Print Concepts:</b></p> <ul style="list-style-type: none"> <li>• What are the parts of a sentence?</li> <li>• Why is it important to recognize the different parts of a sentence?</li> <li>• How can recognizing the different parts of a sentence help you as a reader?</li> </ul> <p><b>Phonological Awareness:</b></p>

	<ul style="list-style-type: none"> <li>• What is a syllable?</li> <li>• How does a syllable help you solve unknown words?</li> </ul> <p><b>Phonics &amp; Word Recognition:</b></p> <ul style="list-style-type: none"> <li>• What do I do when I encounter an unknown word?</li> <li>• How can I use familiar sounds to decode an unknown word?</li> <li>• Why is it important to decode words correctly while reading?</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• What does a fluent reader sound like?</li> <li>• How can you use word recognition and context to support fluency?</li> <li>• Why is it important to read fluently?</li> </ul>
--	---

<b>Suggested Resources to Support Learning</b>
<ul style="list-style-type: none"> <li>• <a href="#">Anchor Charts-Chart Chums</a></li> <li>• Words Their Way, <i>Pearson 2012</i></li> </ul>

## Reading Informational Texts

<b>PA Core Standards</b>		
<b>CC.1.2.1.A</b> Identify the main idea and retell the key details of the text.		•
<b>CC.1.2.1.B.</b> Ask and answer questions about key details in a text.		•
<b>CC.1.2.1.C.</b> Describe the connection		

Seneca Valley School District  
 Language Arts Curriculum, Grade 1

between two individuals, events, ideas, or pieces of information in a text		
<b>CC.1.2.1.E</b> Use various text features and search tools to locate key facts or information in a text.		•
<b>CC.1.2.1.F</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
<b>PA Core Standards</b>		
<b>CC.1.2.1.G</b> Use the illustrations and details in a text to describe its key ideas.	•	•
<b>CC.1.2.1.H</b> Identify the reasons an author gives to support points in a text.	•	
<b>CC.1.2.1.I</b> Identify basic similarities in and differences between two texts on the same topic.	•	•
<b>CC.1.2.1.J</b> 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.		
<b>CC.1.2.1.K</b>	•	

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.		
<b>PA Core Standards</b>		
<b>CC.1.2.1.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	•	•

**Embedded Speaking & Listening Standards:**

**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.

<b>Overall Learning Focus/Goal</b>	<b>Essential Questions</b>
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	<p><b>Key Ideas and Details:</b></p> <ul style="list-style-type: none"> <li>• How can you determine the main idea of a text?</li> <li>• Why is it important to pay close attention to details?</li> <li>• How do the details support the main idea?</li> </ul> <p><b>Craft and Structure:</b>  <i>Text Structure</i></p> <ul style="list-style-type: none"> <li>• What are text features?</li> </ul>

- How do readers use text features to understand key information?
- Why is it important to pay close attention to text features while reading informational text?

*Vocabulary*

- What strategies can readers use to solve unknown words?
- How can a reader ask and answer questions to solve unknown words?
- Why is it important to determine or clarify the meaning of unknown words?

**Integration of Knowledge and Ideas:**

*Diverse Media*

- How does a reader use illustrations and details to describe key ideas?
- Why is it important for readers to use illustrations and details when describing key ideas?

*Evaluating Arguments*

- What is an author's purpose in a text?
- How can a reader identify the author's purpose?
- Why is it important to identify the author's purpose?

*Analysis Across Text*

- What are the similarities and difference between the texts?
- How can readers identify similarities and differences?
- Why is it important to compare and contrast two different texts on the same topic?

**Vocabulary Acquisition and Use:**

- What are the unknown words in this text?
- What strategies can readers use to solve for unknown words?
- How can you use your scheme to help you solve for unknown words?
- Why is it important to solve for unknown words?
- How can you use the known parts of a word to solve for unknown

	<p>words?</p> <p><b>Range of Reading:</b></p> <ul style="list-style-type: none"><li>• What is comprehension?</li><li>• How do readers know if they are making sense of text?</li><li>• Why is it important for readers to monitor their understanding?</li></ul>
--	--

<b>Suggested Resources to Support Learning</b>
<ul style="list-style-type: none"><li>• <a href="#">National Geographic for Kids-Animals</a></li><li>• <a href="#">Smart Mouth Articles</a></li></ul>

## Reading Literature

PA Core Standards		
<p><b>Key Ideas and Details:</b></p> <p><b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"><li>•</li></ul>	
<p><b>Craft and Structure:</b></p> <p><b>CC.1.3.1.D</b> Identify who is telling the story at various points in a text.</p> <p><b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p><b>CC.1.3.1.F</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"><li>•</li></ul>	

Seneca Valley School District  
 Language Arts Curriculum, Grade 1

PA Core Standards		
<p><b>Integration of Knowledge and Ideas</b>  <b>CC.1.3.1.G</b>            Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>CC.1.3.1.H</b>            Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Vocabulary Acquisition and Use</b>  <b>CC.1.3.1.I</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <p><b>CC.1.3.1.J</b>            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.</p>		
<p><b>Range of Reading</b>  <b>CC.1.3.1.K</b>            Read and comprehend literature on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**Embedded Speaking & Listening Standards:**

**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.D**

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Overall Learning Focus/Goal	Essential Questions
<p>Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>	<p><b>Key Ideas and Details:</b></p> <p><i>Theme</i></p> <ul style="list-style-type: none"> <li>• What is the central message in the text?</li> <li>• What important details support your understanding of the central message?</li> <li>• How does understanding the central message of the text help readers think more deeply about the story?</li> </ul> <p><i>Text Analysis</i></p> <ul style="list-style-type: none"> <li>• What are the important details in a text?</li> <li>• How can readers use the questioning strategy to understand the text?</li> <li>• Why is it important to ask and answer questions when reading?</li> </ul> <p><i>Literary Elements</i></p> <ul style="list-style-type: none"> <li>• What are the story elements?</li> <li>• Why is it important to identify story elements?</li> </ul> <p><b>Craft and Structure:</b></p> <p><i>Point of View</i></p> <ul style="list-style-type: none"> <li>• Who is telling the story?</li> <li>• What clues in the text help you identify who is telling the story?</li> </ul>

- Why is it important to identify who is telling the story?

*Text Structure*

- What are the important elements of informational text?
- What the important elements of literature?
- What are the major difference between literature and informational text?
- Why is it important to recognize the differences between informational text and literature?

*Vocabulary*

- What words helped readers create mental images?
- How do readers use vocabulary to create mental images?
- How do mental images help readers understand text?

**Integration of Knowledge and Ideas:**

*Sources of Information*

- How do illustrations and details help you understand story elements?
- How do readers use illustrations and details to understand literature?
- Why is it important to use illustrations and details while reading literature?

*Text Analysis*

- How do readers use scheme to make connections from one text to another?
- Why do readers use scheme to make connections from one text to another?

**Vocabulary Acquisition and Use:**

*Strategies*

- What are the unknown words in this text?
- What strategies can readers use to solve for unknown words?

	<ul style="list-style-type: none"><li>• How can you use your scheme to help you solve for unknown words?</li><li>• Why is it important to solve for unknown words?</li><li>• How can you use the known parts of a word to solve for unknown words?</li></ul> <p><b>Range of Reading:</b></p> <ul style="list-style-type: none"><li>• What is comprehension?</li><li>• How do readers know if they are making sense of text?</li><li>• Why is it important for readers to monitor their understanding?</li></ul>
--	---

<b>Suggested Resources to Support Learning</b>
<ul style="list-style-type: none"><li>• Author studies (Examples: Mo Willems, Jan Brett, Kevin Henkes...)</li><li>• Reading A to Z</li></ul>