



Reading/English Language Arts 1

Prince George's County Public Schools

School Year: 2018 – 2019

Prerequisites: Successful completion of Reading/English Language Arts K

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number:

TEXT: McGraw-Hill Wonders Grade 1, Writing Fundamentals

Course Description:

This course is designed to prepare all students to be on track for college and career readiness by the time they graduate from high school. All lessons are aligned to the Maryland College and Career-Ready Standards for English Language Arts. The standards establish guidelines for English Language Arts teachers to ensure students at each grade level are taught the necessary skills to become critical readers and writers.

In this course, students will read a variety of texts including stories, literature, and informational texts that provide facts and background knowledge on topics related to science and social studies. They will be asked questions that require them to refer back to what they have read and support their answers with reasoning and evidence from the text. Students will also be required to write for a variety of purposes such as narratives, opinion and explanatory information pieces. They will also engage in collaborative conversations with peers and demonstrate a command of formal English both in writing and speaking. These expectations will develop the critical-thinking, problem-solving, and analytical skills every student needs to be a literate person who is prepared for success in the 21st century.

Each student is expected to read at least 20 minutes daily.

GOALS:

Students will:

- Read a balance of informational and literary texts.
- Read complex text from a variety of topics such as science and social studies.
- Read text that will increase on complexity.
- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text.
- Write using multiple sources to state an opinion and create an organizational structure that supports the writer's purpose, write informative/explanatory texts to examine a topic and write narratives to develop real or imagined experiences
- Use grammar and conventions, writing strategies, and all aspects of foundational academic vocabulary skills effectively when writing and speaking.
- Demonstrate an understanding of foundational skills including print concepts, phonological awareness, phonics, word recognition, and fluency.

Elementary Literacy/Reading and Oral and Written Communication K and 1

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career Ready Standards found in the Reading Curriculum Instructional Maps.

Teachers will determine the range of points for each assignment and place the assignment in SchoolMax; SchoolMax will then convert the points to a percentage and then the percentage will be converted to a grade of a PR, IP, or ND.

Factors	Brief Description Reading	Brief Description Oral/Written Communication	Grade Percentage Per Quarter
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> ▪ Group Participation Phonemic Awareness ▪ Phonics ▪ Vocabulary ▪ Comprehension assignments <p>Note: Graded assignments must reflect each of the above topics</p>	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> ▪ Group Participation Writing process ▪ Spelling (First Grade) ▪ Completion of classroom assignments 	55%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Reading Logs ▪ Written assignments 	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Spelling assignments (First grade) ▪ Writing assignments 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentation, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses). Assessment can include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Literacy assessments ▪ Teacher created assessment 	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Grammar assignments ▪ Content of writing assignments ▪ Spelling Test (First grade) ▪ Published Writing 	40%

Elementary Reading/English Language Arts Instruction and Pacing Overview

First Grade

Quarter 1: September 4 th –November 2 th					
Unit/ Theme	Guiding Questions	Phonics Skills and High Frequency Words	Focus Reading Strategies and Skills	Writer’s Workshop	Assessments
Start Smart	<i>What do you do at your school?</i>	m, s, short a, p, t, n, r, short i, c, f, short o, d, h, k, ck, short e, b, l, short u, g, w, j, y, z, x, v, qu l, a, like, do, to, you, he, can, not, go, see, and, has, is, my, look, the, here, play, we, are, me, have, with, for, said, was, this, she, where, little	Listening Comprehension School Rituals and Routines	Writing (W.1.2)	Ongoing: Running Records County-wide: Early Literacy Assessment
1 How are Things Special?	What is it like where you live? What makes a pet special? What do friends do together? How does your body move? What does it take to be a researcher?	Short vowel /i/ and short vowel /o/, l, r, and s blends out, up, school, does, what, be, come, good, on, am, fun, make, they, too, got, jump, run, two, in, it	Visualize Ask and Answer Questions (RI.1.1) Text Features (RI.1.5) Identifying Key Details (RI.1.2) Shared Short Research Project	Writing Fundamentals How Writer’s Work: Launching Writing Workshop	

Quarter 2: November 5 th - January 25 th					
Unit/ Theme	Guiding Questions	Phonics Skills and High Frequency Words	Focus Reading Strategies and Skills	Writer’s Workshop	Assessments
2 What makes a community?	<i>What jobs need to be done in a community?</i> <i>What buildings do you know?</i> <i>What are they made of?</i> <i>Where do animals live together?</i> <i>How do people help out in the community?</i> <i>How can you find your way around?</i> <i>What does it take to be a researcher?</i>	Short vowels /e/ and /u/ End blends Consonant Digraphs R controlled vowels ar, or again, new, there, use, at, could, then, live, one, as, eat, no, of, under, who, an, all, call, day, her, want, on, by, many, walk, that, up, saw, part, may, long, time, put, find, great, long, right, only, may, through, guess	Make and confirm predictions Reread/monitor and Clarify Character, setting, and events (RL.1.3) Main Topic and Key Details (RI.1.2) Extended Shared Research Project	Writing Fundamentals Personal Narrative Unit of Study (W.1.3)	Ongoing: Running Records County-wide: Early Literacy Assessment

**Elementary Reading/English Language Arts Instruction and Pacing Overview
First Grade**

Quarter 3: January 28th-March 28th					
Unit/ Theme	Guiding Questions	Phonics Skills and High Frequency Words	Focus Reading Strategies and Skills	Writer's Workshop	Assessments
3 What changes over time?	<p>How do we measure time?</p> <p>How do plants change as they grow?</p> <p>What is a folktale?</p> <p>How is life different than it was long ago?</p> <p>How do we get our food?</p>	<p>long a: a_e, long i: i_e soft c; soft g, dge, long vowels /o/ o_e, /u/ u_e, /e/ e_e, /u/ oo, u</p> <p>now, some, today, why, if, water, but, that, them, any, from, once, so, had, boy, girl, how, old, people, after, every, down, will, get</p>	<p>Make and confirm predictions</p> <p>Reread/monitor and clarify</p> <p>Character, setting, and plot (RL.1.3)</p> <p>Sequence (RI.1.3)</p> <p>Cause and Effect (RL.1.2)</p> <p>Compare and Contrast (RI.1.3)</p>	<p>Writing Fundamentals Nonfiction: All-About Books Unit of Study (W.1.3)</p>	<p>Ongoing: Running Records</p> <p>County-wide: Early Literacy Assessment</p>

Quarter 4: March 29th-June 20th					
Unit/ Theme	Guiding Questions	Phonics Skills and High Frequency Words	Focus Reading Strategies and Skills	Writer's Workshop	Assessments
4 How do animals live in our world?	<p>How do animals' bodies help them?</p> <p>How do animals help each other?</p> <p>How do animals survive in nature?</p> <p>What insects do you know about?</p> <p>How are they alike and different?</p> <p>How do people work with animals?</p>	<p>long a: a, ai, ay long e: e, ee, ea, ie, y, ey long o: o, oa, ow, oe long i: i, y, igh, ie R controlled vowels: ur, er, ir, or</p> <p>give, our, about, this, did, because, his, him, when, more, over, very, made, know, were, first, went, would, write, these, into</p>	<p>Ask and answer questions</p> <p>Visualize</p> <p>Sequence (RL.1.3)</p> <p>Main Idea and Key Details (RI.1.2)</p> <p>Point of View (RL.1.6)</p>	<p>Writing Fundamentals Nonfiction: All-About Books Unit of Study (W.1.3)</p>	<p>Ongoing: Running Records</p> <p>County-wide: Early Literacy Assessment</p>

Key English Language Arts Literacy Shifts

Parents' Guide

The Standards for English Language Arts (ELA) describe varieties of expertise that ELA educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to becoming college and career-ready.

1. Read as much non-fiction as fiction.

- Encourage your child to read more non-fiction text independently.
- Promote independent reading for at least 30 minutes a day (25 books per year).
- Read non-fiction texts aloud or with your child.
- Initiate discussions about the details of the non-fiction text.

2. Learn about the world by reading.

- Provide opportunities for your child to build knowledge through reading about topics of interest.
- Provide opportunities for students to explore careers across all fields.
- Initiate discussion about these topics.

3. Read more challenging materials closely.

- Encourage your child to read more challenging texts.
- Encourage your child to reread for understanding.
- Know your child's reading level and provide a balance of challenging and just right text.
- Encourage your child to keep trying even when the text gets harder.

4. Discuss reading using evidence.

- Initiate discussions about text.
- Require your child to support their claims and disagreements with evidence.
- Encourage students to question and challenge information they read.
- Read the same book and discuss by citing evidence from the text.
- Encourage students to use supportive evidence as they write about their thinking.

5. Write non-fiction using evidence.

- Encourage your child to write in journal, letters, reading responses, notes, use of Blogs or Wikis for writing, creative writing of stories/plays/lyrics/poems; research projects about topics of interest.
- Explore careers that require writing skills such as journalism, script writing, advertising, book or movie critics, authors, sports magazine writers, lawyers, televisions, etc.
- Compare and contrast writings on the same topic written by a variety of authors.

6. Increase academic vocabulary.

- Read non-fiction text about science, social studies and other topics.
- Discuss the meaning of difficult vocabulary words and how they are used in the text.
- Help increase your child's spoken and written academic vocabulary through word games, discussions, media, videos, student-made vocabulary notebooks, online word searches, etc.