



# Reading/English Language Arts 1

Prince George's County Public Schools

School Year: 2020 – 2021

**Prerequisites:** Successful completion of Reading/English Language Arts K

## INSTRUCTOR & COURSE INFORMATION:

Name: Ms. McPhatter, Mrs. Stern, Mrs. Whaley

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Planning Time: Wednesdays 10:40-11:40 (**By Appointment Only**)

SCHOOL PHONE NUMBER: 301-390-0239

TEXT: **Benchmark Education: *Benchmark Advance Grade 1***

## 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 21<sup>st</sup> century.

Each student is expected to read at least 15 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 in 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 indicators and objectives found in the R/ELA Curriculum Instructional Map.

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. No assignments will be required for submission on Mondays or the day following school being closed.

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"> <li>▪ Group and/or individual participation</li> <li>▪ Brief oral/written responses to texts</li> <li>▪ Class discussion</li> <li>▪ Graphic organizers</li> </ul>	<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"> <li>▪ Group and/or individual participation</li> <li>▪ Brief oral/written responses</li> <li>▪ Class discussion</li> <li>▪ Spelling (first grade)</li> </ul>	<b>50%</b>
Independent Assignments	<p>This includes all work completed without teacher guidance and will be graded on completion. Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ Independent reading</li> <li>▪ Reading Logs</li> <li>▪ Written assignments</li> <li>▪ Online practice through Clever applications</li> </ul>	<p>This includes all work completed without teacher guidance and will be graded on completion. Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ Spelling assignments (First grade)</li> <li>▪ Written assignments</li> <li>▪ Grammar practice</li> <li>▪ Online practice through Clever applications</li> </ul>	<b>10%</b>
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"> <li>▪ Literacy assessments</li> <li>▪ Teacher created assessment</li> </ul>	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ Grammar assignments</li> <li>▪ Spelling Test (First grade)</li> <li>▪ Published Writing</li> </ul>	<b>40%</b>

# First Grade Yearlong View

## First Semester

Quarter 1	Quarter 2
<p><b>Foundations and Routines for Beginning the School Year</b></p> <p><b>Unit 1: Plants and Animals Grow and Change</b>  <b>Essential Question: Why do living things change?</b></p> <p>Cycle 1: <i>The Amazing Life Cycle of a Frog</i> 490L (Informational Text),  <i>The Fox and the Robin</i> 660L (Folktale)            Writing Focus: Write a Personal Response</p> <p>Cycle 2: <i>An Oak Tree Has a Life Cycle</i> 590L (Informational Text)            Writing Focus: Write a Personal Response</p> <p>Cycle 3: <i>The Ugly Duckling</i> 350L (Folktale)            Writing Focus: Write a Personal Response</p> <p><b>Foundational Skills-Phonological Awareness, Phonics and Word Study:</b> m/m/, a/a/, s/s/, t/t/, n/n/, i/i/, f/f/, p/p/, o/o/, c/k/, h/h/, b/b/, u/u/, r/r/, g/g/, e/e/, d/d/, w/w/, l/l/, j/j/, k/k/, y/y/, v/v/, qu/kw/, x/ks/, z/z/, a/a/, e/e/, i/i/, o/o/, u/u/, Short a, short i, short o  <b>Handwriting:</b> n, o, T, w, l, x, S  <b>High Frequency Words:</b> do, was, good, school, went, up, on, am, did, day, eat, the, see, go, she, and, had, play, little, you, with, his, him, for, no, jump, one, have, got</p> <p><b>Assessments:</b>            Reading Diagnostic, MAP Reading Fluency</p>	<p><b>Unit 2: Many Kinds of Characters</b>  <b>Essential Question: How do we learn about characters?</b></p> <p>Cycle 1: <i>The Ant and the Grasshopper</i> 620L (Fable), <i>Little Red Riding Hood</i> 650L (Fairy Tale)            Writing Focus: Write Narrative Text</p> <p>Cycle 2: <i>Wolfie the Bunny</i> 440L (Fantasy)            Writing Focus: Write Narrative Text</p> <p>Cycle 3: <i>Abuelita's Secret</i> 500L (Realistic Fiction)            Writing Focus: Write Narrative Text</p> <p><b>Unit 4: Stories Have a Narrator</b>  <b>Essential Question: How do people create stories?</b></p> <p>Cycle 1: <i>The City Mouse and the Country Mouse</i> 580L (Fantasy), <i>A Quiet Camping Trip</i> 490L (Realistic Fiction)            Writing Focus: Opinion Process Writing</p> <p>Cycle 2: <i>Mother Bruce</i> 500L (Fiction)            Writing Focus: Opinion Process Writing</p> <p><b>Foundational Skills-Phonological Awareness, Phonics and Word Study:</b> short e, short u, l-blends, Consonant Digraphs: th, sh, ng, Consonant Digraphs ch, tch, wh  <b>Handwriting:</b> a, d, M, v, f, R, g, x, T, w, S, h, u, W  <b>High Frequency Words:</b> are, said, two, look, my, all, by, out, come, here, to, of, some, but, run, what, put, want, this, saw, now, I'm, were, our, could, these, very, them, once, upon, hurt, that, who, which</p> <p><b>Assessments:</b> MAP Reading Fluency</p>

# First Grade Yearlong View

## Second Semester

Quarter 3	Quarter 4
<p><b>Unit 4 continued</b></p> <p>Cycle 3: <i>The Lost Kitten</i> 490L (Realistic Fiction) Writing Focus: Opinion Process Writing</p> <p><b>Unit 5: Technology at Work</b> <b>Essential Question: How can technology make a difference in our lives?</b></p> <p>Cycle 1: <i>Robots at Work</i> 630L (Informational Text), <i>What a Great Idea!</i> CD 510L (Realistic Fiction) Writing Focus: Explanatory Process Writing</p> <p>Cycle 2: <i>Working with Technology</i> CD 520L (Informational Text) Writing Focus: Explanatory Process Writing</p> <p>Cycle 3: <i>Technology Breakdown</i> CD 540L (Realistic Fiction) Writing Focus: Explanatory Process Writing</p> <p><b>Foundational Skills-Phonological Awareness, Phonics and Word Study:</b> Three Letter Blends (scr, spl, spr, squ, str), Long a (final -e), Long o (final -e), Soft c, g <b>Handwriting:</b> u, e, B, h, b, R, p, n, C, l, o, J <b>High Frequency Words:</b> because, from, their, when, your, looked, why, many, right, start, there, make, find, how, over, under, again, write, try, give, far, too, down, new</p> <p><b>Assessments:</b> MAP Reading Fluency</p>	<p><b>Unit 6: Stories Teach Many Lessons</b> <b>Essential Question: What can we learn from a mistake?</b></p> <p>Cycle 1: <i>The Boy Who Cried Wolf</i> 590L (Fable), <i>The Ant and the Pigeon</i> 620L (Fable) Writing Focus: Opinion Process Writing</p> <p>Cycle 2: <i>When Turtles Grew Feathers</i> 530L (Folktales) Writing Focus: Opinion Process Writing</p> <p>Cycle 3: <i>Tall and Small Play Ball</i> CD 580L (Realistic Fiction) Writing Focus: Opinion Process Writing</p> <p><b>Unit 8: Observing the Sky</b> <b>Essential Question: Why do the sun and the moon capture our imagination?</b></p> <p>Cycle 1: <i>Why Sun and Moon Live in the Sky</i> 630L (Pourquoi Tale), <i>A Walk on the Moon</i> CD 790L (Informational Text) Writing Focus: Opinion Process Writing</p> <p>Cycle 2: <i>Night and Day</i> CD 480L (Informational Text) Writing Focus: Opinion Process Writing</p> <p><b>Foundational Skills-Phonological Awareness, Phonics and Word Study:</b> Long i (final -e), Long e, u (final -e); Inflectional Endings (drop final e), Long a Vowel Teams (ai, ay), R-controlled Vowel /ar/, R-Controlled Vowel /or/ <b>Handwriting:</b> v, h, D, g, l, A, m, s, C, o, d, K, i, o, L <b>High Frequency Words:</b> after, call, large, her, then, any, house, long, off, small, know, use, brown, live, work, year, does, girl, four, great, boy, city, about, every, would, laugh, move, change, away, only, walk, more</p> <p><b>Assessments:</b> MAP Reading Fluency, DRA</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 15 minutes a day.
- 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.