

**Halifax Area School District
Course Plan
Grade 1 Communication Arts**

Course Name: Communication Arts 1
Unit: Learning to Read Independently

Time Line: on going all year

<i>BIG Ideas:</i>				
Students will be able to read for enjoyment, understanding and locating necessary information for future use.				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Identify the purposes and types of text (literary, informational) before reading	Identify the purpose of a specific text using illustrations, and text format clues.	Informal Assessment Observation	Fiction and Non-fiction books Read Alouds Big Books Guided Reading books	1.1.A
Preview the text formats (title headings, chapters, and table of contents)	Preview text to identify title, author, and parts of a book	Informal Assessment Observation	Fiction and Non-Fiction books Read Alouds Big Books Guided reading books	1.1.B

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Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
<p>Use knowledge of phonics, word analysis (root words, prefixes, and suffixes) syllabication, picture and context clues to decode and understand new words during reading</p>	<ul style="list-style-type: none"> • Manipulate the structural features of spoken and written language to read simple sentences and stories • Read one-syllable and high frequency Sight words • Identify initial, medial and final sounds including blends and diagraphs • Use Knowledge of speech and print to read regular one-syllable words • Use voice marks at the end of sentences to guide fluent oral reading and as a clue to meaning • Categorize common words into basic categories based on sound features and sound/symbol relationships • Demonstrate correspondence between consonant and short-vowel 	<p>Guided Reading Observations BTL reports Dictations Fry's List Spelling Tests McCracken Phonics Assessments Analysis of Journals Morris Perney Teacher observations Sitton Spelling Phonics Worksheets</p>	<p>Guided reading books Take me home books BTL Books Fry's List Sitton Spelling McCracken Phonics Sight word rings Word Wall Environmental Print Journals McCracken Phonics Guided Reading Teacher created learning centers Clapping Syllables Word Families Big Books Readers Theatre Poetry Morning Message Make and Break words Cloze passages Word rings</p>	<p>1.1.C</p>

sounds to letter symbols

- Segment and blend sequences of sounds to decode words (blends, digraphs, and r control vowels)
- Produce speech sounds that correspond to written letter symbols and letter combinations (digraphs, blends, and r control vowels)
- Produce a series of Rhyming Words
- Demonstrate an understanding of syllables in a word
- Decode and encode words containing digraphs, consonant blends/clusters, short vowels, silent e and r control vowels

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Read text using self-monitoring comprehension strategies (predict, revise predictions, reread, use heading, use organization of text, graphics, charts, organization of text, adjust reading rate)	<ul style="list-style-type: none"> • Read text using self-monitoring comprehension strategies (predict, revise predictions, use picture and structural clues, question, re-read and clarify for meaning) • Monitor predictions while reading • Re-read and self correct word recognition errors while reading 	Teacher Observation DRA Assessments Running Records	Graphic Organizers Guided Reading Re-tell of stories Shared reading Purpose setting before reading Shared Reading Think alouds Journals Reading reminder rules	1.1.D
Acquire a reading vocabulary by identifying and correctly using words (antonyms, synonyms, categories of words) Use a dictionary when appropriate	<ul style="list-style-type: none"> • Acquire a reading vocabulary consisting of sight words, high frequency words and word families. Use a picture dictionary when appropriate • Determine meaning of unknown words as they are encountered in books and texts 	Fry's List Word Families Sitton Spelling Teacher observations	Word Families Fry's List Word rings Learning Centers Sitton spelling BTL Shared Reading Guided Reading Graphic Organizers	1.1.E

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Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Understand the meaning of and use correctly new vocabulary learned in various subject areas	<ul style="list-style-type: none"> • Identify new vocabulary learned in various subject areas • Develop new vocabulary meaning using sentence structure and word order 	Teacher observation	Science, Social Studies and math texts Graphic organizers Environmental print Guided Reading Teacher modeling Cloze Passages	1.1F
Demonstrate fluency and comprehension in reading	<ul style="list-style-type: none"> • Demonstrate fluency in reading and answer questions based on material read • Use appropriate rate and pronunciation when reading familiar text • Answer simple comprehension questions based on the material read • Demonstrate connections with information while reading • Read familiar sentences aloud • Recognize own mistakes and identify correction 	DRA Running Records Timed readings Teacher observation Reading A-Z comprehension checks	Repeated readings Guided Reading books Take home books Poetry Practice reading Teacher modeling Self monitoring during guided reading Shared reading Reading logs Teacher record of guided reading books Read alouds	1.1.H

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	<ul style="list-style-type: none"> • Read a variety of books 			
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**Halifax Area School District
Course Plan
Grade 1 Communication Arts**

Course Name: Communication Arts 1
Unit: Quality of Writing

Time Line on going all year

BIG Ideas: Students will write with focus, organization, content and style.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Write with a sharp distinct focus identifying topic, task and audience	Write with a selected focus	Chadwell Type 2	Chadwell Type 2 Ask for details (3 facts) Response logs	1.5.A
Write using well-developed content appropriate for the topic	<ul style="list-style-type: none"> • Write content sentences using content appropriate for topic • Gather information and determine organizational format • Write a series of sentences • Incorporate details relevant to the topic using short sentences 	Chadwell Type 1 and 2 Teacher observation Evaluation of journals Spelling dictation	Chadwell Type1 and 2 Response logs Letter writing Journaling Writers workshop	1.5.B
Write with controlled and/or subtle organization	<ul style="list-style-type: none"> • Write organized sentences Recognize and use the correct word order in written sentence Include a beginning, middle, and end when writing a story 	Teacher evaluation of journal Written observation Evaluation of student writing	Journaling Teacher modeling Sequencing of “how to activities” Graphic organizers	1.5.C

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Write with an awareness of the stylistic aspects of composition	<ul style="list-style-type: none">• Use a variety of words to create consistent writer's voice• Write sentence containing descriptive words and verbs in content• Write complete simple sentences	Observation of student writing	Journaling Lessons on punctuation and bold words Writing centers Teacher created worksheets	1.5.D
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Course Name: Communication Arts 1

Unit: Quality of Writing

Time Line on going all year

BIG Ideas: Students will write with focus, organization, content and style

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Edit Writing using the conventions of language	<ul style="list-style-type: none"> • Revise writing to add or eliminate details and correct ideas so a logical order is present Edit writing for grammar and punctuation • Write complete simple sentences Spell high-frequency sight words correctly • Capitalize the first word of a sentence, names of people, and the pronoun Use proper end punctuation (period, exclamation, and question mark) • Use complete, declarative, and interrogative and exclamatory sentences in writing 	Teacher assessment of writing Sitton Spelling Written Dictation Review of journals Journal Sharing	Writers Marks Writers workshop Sitton Spelling Core words Journaling Chadwell Type 1 and 2 Response Logs Morning message	1.5.F
Present and or defend written work for publication when appropriate	Present written work to large groups	Journal Sharing	Journal Sharing	1.5.G

**Halifax Area School District
Course Plan
Grade 1 Communication Arts**

Course Name: Communication Arts 1
Unit: Reading Critically in all content areas

Time Line: on going all year

<i>BIG Ideas: Students will read and critique essential content in all academic areas.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Read and understand essential content of informational texts and documents in all academic areas	<ul style="list-style-type: none"> • Discuss content of informational items in text • Identify the difference between facts and opinion Identify essential information such as facts, main, idea, and supporting information from illustrations and text • Make predictions about what happens next in a story or process and justify Identify the organization structures of text and indicate connection to the information 	Teacher observation Discussion DRA	Classroom discussion Teacher Modeling Math story problems Graphic Organizers Guided Reading Shared Reading Beginning, middle, end of story	1.2.A

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Time Line: on going all year

<i>BIG Ideas: Students will read and critique essential content in all academic areas.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use and understand a variety of media and evaluate the quality of material produced	<ul style="list-style-type: none"> • Identify and use a variety of media to gain information (computer, tape recorder, television, videos, filmstrips, films) • Identify type of media to be used for a specific task Identify and discuss different techniques used in television programs and distinguish facts from make believe • Differentiate between types of media projects and identify characteristics of each 	BTL reports Teacher observations Classroom discussion	Listening centers BTL Between the Lions Phonics Video program Evaluate purpose for TV viewing (news, entertainment, etc.) Discuss school plays, assemblies, videotapes, etc.	1.2.B
Produce work in at least once literary genre that follows the conventions of the genre	Identify the conventions of a variety of genres	Classroom discussion and teacher observation	Shared Reading Guided Reading Poetry Fiction, non-fiction	1.2.C

**Halifax Area School District
Course Plan
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Course Name: Communication Arts 1

Unit: Speaking: Informal & Formal

Time Line: on going all year

<i>BIG Ideas: Students will speak using appropriate conventions of language. Students will display appropriate listening behaviors.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Select a topic for research	Discuss reasons for choosing a topic	Teacher observation/conference	Response log Show and Tell	1.8.A
Locate information using appropriate sources and strategies	<ul style="list-style-type: none"> • Locate information using topical words and sentences • Differentiate between various sources of information (dictionary, newspapers, magazines, electronic media) • Select sources for gathering information • Use picture clues, key words and heading to locate information • Search word wall, lists, books and teacher categorized databases to obtain information 	Teacher observation	Guided Reading books- index, table of contents picture cues in non-fiction Newspaper Magazines Picture dictionaries Library resources (encyclopedia) Internet at home Alphabetical order Books in classroom Guided Reading Word wall Environmental print	1.8.B

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<i>BIG Ideas: Students will speak using appropriate conventions of language. Students will display appropriate listening behaviors.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Organize and present the main ideas from research.	<ul style="list-style-type: none"> • Gather important information related to the main idea • Take notes using key words and pictures from structured information • Summarize main ideas orally from key facts and concepts 	Teacher observation	Guided Reading Shared reading Graphic organizers Cause and effect Sequence pictures to represent information Retell and draw pictures to represent information from text Oral re-telling Journaling Response log	1.8.C

**Halifax Area School District
Course Plan
Grade 1 Communication Arts**

Course Name: Communication Arts 1
Unit: Types of Writing

Time Line: on going all year

<i>BIG Ideas: Students will write using a variety of writing styles including, persuasive, narrative, and informational.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Write Narrative pieces (stories, poems, and plays)	<ul style="list-style-type: none"> • Dictate and or write narrative pieces from personal experience • Include people places and things in dictation, story boards and writing • Select appropriate illustrations to accompany story • Include simple plot when sharing information 	Chadwell Writing Type 1 and 2 Spelling Dictation Assessment of journal Teacher observation	Chadwell Writing Journaling Social Studies text Morning message Letter writing Writing center	1.4.A
Write Informational pieces (descriptions, letters, reports and instructions) using illustrations when relevant	Write informational sentences (letters, descriptions, definitions, collections of facts, simple instructions, using illustrations when relevant)	Chadwell Writing (Type 2 Writing, writing for a specific purpose)	Chadwell Writing Response Logs	1.4.B
Write Informational pieces (descriptions, letters, reports and instructions) using illustrations when relevant	Differentiae between fact and opinion	Chadwell Writing, difference between type 1 and type 2 writing	Chadwell Writing	1.4.C

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Time Line: on going all year

<i>BIG Ideas: Students will speak using appropriate conventions of language. Students will display appropriate listening behaviors.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Identify words from other languages that are commonly used English words.	Distinguish commonly used words from other languages	Teacher observation	Introduce other languages during calendar time (months, days, number words, etc.)	1.7.A
Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.	Identify variations in the dialogues of literary characters	Teacher observation	Shared Reading Guided Reading Read Alouds Teacher modeling	1.7.B

**Halifax Area School District
Course Plan
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Course Name: Communication Arts 1
Unit: Reading, Analyzing, and Interpreting Literature

Time Line: on going all year

<i>BIG Ideas: Students will identify literary elements in a variety of text types.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Read and understand works of literature	Read a variety of works of literature and participate in guided discussion	Teacher observation Guided discussion	Variety of literature	1.3.A
Identify literary elements in stories describing characters, setting, and plot	Describe the characters and setting indicating impact on the main ideas of the story	Re-telling Running Records DRA	Re-telling Guided reading Shared reading Graphic Organizers	1.3.B
Identify literary devices in stories (rhyme, rhythm, personification)	Identify the literary devices in rhyme, repetition, rhythm, and patterns	Word families Teacher observation Cloze passges	Word families Learning centers Poetry Shared Reading Guided Reading	1.3.C
Identify the structures in poetry (pattern books, predictable books, nursery rhymes)	Identify and complete predictable language patterns (e.g. pattern books, predictable books, nursery rhymes)	Teacher observation Classroom Discussion Cloze passages	Shared Reading Guided Reading Poetry	1.3.D

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Identify structure in drama (dialogue, story enactment, acts, scenes)	Identify dialogue and story action in play and stories	Observation	Shared reading Readers theatre Student participation	1.3.E

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Course Name: Communication Arts 1
Unit: Reading, Analyzing, and Interpreting Literature

Time Line: on going all year

BIG Ideas: Students will identify literary elements in a variety of text types.

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Read and respond to nonfiction and fiction including poetry and drama.	Read both fiction and non-fiction	Observation	Shared Reading Guided Reading Read alouds Poetry	1.3.F

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**Halifax Area School District
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Course Name: Communication Arts 1
Unit: Speaking and Listening

Time Line: on going all year

<i>BIG Ideas: Students will speak using appropriate conventions of language. Students will display appropriate listening behaviors.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Listen to others	<ul style="list-style-type: none">• Listens to others when they are speaking, and demonstrates understanding of the message• Ask questions to obtain clarifying information• Identify the difference between facts and opinions	Teacher observation BTL	Following directions Show and Tell 20 questions Guided Reading Shared Reading Graphic Organizers Read alouds Teacher modeling	1.6.A

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<i>BIG Ideas: Students will speak using appropriate conventions of language. Students will display appropriate listening behaviors.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Speak using skills appropriate to formal speech situations	Use correct vocabulary and word usage when speaking	Teacher observation Re-telling	Show and tell Re-telling Classroom discussions	1.6.C
Speak using skills appropriate to formal speech situations	Use appropriate volume while initiating answers and conversation	Teacher observation	Teacher modeling Shared Reading	1.6.C
Speak using skills appropriate to formal speech situations	Pronounce single and multiple syllable words correctly	Teacher observation	Shared Reading Guided Reading	1.6.C
Speak using skills appropriate to formal speech situations	Use appropriate pace in sentences, rhymes, poetry, and questions	Teacher observation	Teacher modeling Shared Reading Guided Reading	1.6.C
Speak using skills appropriate to formal speech situations	Interpret expressions, gestures, and body language cues from audience	Teacher observation	Give me Five Show and Tell Teacher modeling	1.6.C

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<i>BIG Ideas: Students will speak using appropriate conventions of language. Students will display appropriate listening behaviors.</i>				
Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Contribute to discussions.	Relate a real life experience to a specified topic	Teacher observation	Discussions Teacher modeling Show and Tell	1.6.D
Contribute to discussions.	Ask related questions to gain information	Teacher observation	Questioning Words Teacher modeling	1.6.D
Contribute to discussions.	Respond with related information to questions asked	Teacher observation	Teacher modeling 20 questions	1.6.D
Contribute to discussions.	Listen to the contributions of others	Teacher observation	Give me 5 rule Classroom discussion Show and tell Calendar Time	1.6.D
Contribute to discussions.	Display conversational turn-taking behaviors	Teacher observation	Teacher modeling Listening Manners	1.6.D

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Participate in small and large group discussions and presentation	Participate in small and large group discussions with assigned roles	Teacher observation	Learning Centers Classroom discussion Calendar Time	1.6.E
Participate in small and large group discussions and presentation	Participate in every-day conversation by turn-taking, initiating sentences and answering questions	Teacher observation	Teacher modeling 20 questions Give me 5 rule Show and tell Calendar time Learning centers	1.6.E
Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"> • Recite poems, rhymes, songs, and stories • Present a short report • Record information obtained from other persons • Sequence steps in an activity, event or situation • Report and emergency to appropriate adults 	Teacher observation	Noisy Reader Readers theatre Finger Plays Songs Show and share Author's Chair Calendar time Morning Message Shared reading Learning Centers Re-tell of stories 911	1.6.E

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Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Use media for learning purposes.	<ul style="list-style-type: none"> • Use electronic media for learning purposes such as generating a journal or story • Identify the role of different forms of media • Recognize advertisements and explain their purpose • Show print out from media use such as a word wall, journal, story generation 	Teacher observation	Tape players, listening centers BTL TV Video Newspapers Environmental print Graphic organizers Word wall	1.6.F