

**Ark Community Charter School
ELA Curriculum Framework – Grade 1**

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
What are your unit titles	When and in what order will the standards be taught and assessed? All Scott Foresman Units take 6-8 weeks to complete	What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	(if any) Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?
UNIT 1 UNIT 2		READING	Standard 1: Students will read, write, listen, and speak for information and understanding.	• Locate and use classroom and library media center resources to acquire information, with assistance	Teacher Observation
UNIT 1 UNIT 2				• Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance	Guided Reading Observation, Weekly Selection Tests Benchmark Assessment
UNIT 1 UNIT 2				• Distinguish between texts with stories and texts with information	Teacher Observation

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UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Use a picture dictionary as a resource for vocabulary development 	Teacher Observation
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Select books to meet informational needs, with assistance 	Teacher Observation
UNIT 1 UNIT 2			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Comprehend and respond to imaginative texts and performances; interpret, with assistance 	Guided Reading Observation, Reader Response Sheets
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Engage in pre-reading and reading activities to <ul style="list-style-type: none"> - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - predict what might happen next in a story read aloud or independently - draw conclusions from a story - identify characters, settings, and events in a story - retell a story - distinguish between what is real and what is imaginary • Dramatize or retell stories, using puppets, toys, and other props 	Teacher Observation, Scott Foresman Weekly Selection Tests, Benchmark Test, Reader Response Sheets
UNIT 1 UNIT 2					Informal Teacher Observation

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UNIT 1 UNIT 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Identify, explain, and evaluate ideas, themes, and experiences from texts and performances 	Informal Teacher Observation, Guided Reading Observation
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Engage in pre-reading and reading activities to <ul style="list-style-type: none"> - identify what they know, want to know, and have learned about a specific story, theme, or topic - predict what could happen next or the outcome of a story or article - change the sequence of events in a story to create a different ending - compare a character in a story or article to a person with the same career or experience • evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations - identify the characters in a story and explain what each contributes to the events of the story - recognize different plots in books by the same author 	Teacher Observation
UNIT 1 UNIT 2			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal 	Informal Teacher Observation, Guided Reading Observation

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				relationships with peers or adults	
				• Respect the age, gender, and cultural traditions of the writer	
				• Recognize the vocabulary of social communication (e.g., the language of salutations and closings)	
Writing Workshop/ Building Community Book		WRITING	Standard 1: Students will read, write, listen, and speak for information and understanding.	• Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation	Writing Rubric
Writing Workshop/ Building Community Book				• Write data, facts, and ideas gathered from personal experiences	Writing Rubric
UNIT 1 UNIT 2				• Maintain a portfolio of informational writings and drawings, with assistance	
UNIT 1 UNIT 2				• Take notes to record facts from lessons, with assistance - write words or draw pictures in order to capture important understandings	Teacher Observation, Reader Response Sheet
UNIT 2				• State the main idea, with assistance	
				• Use resources such as a picture dictionary or word wall to find and	Teacher Observation

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				write words, with assistance	
			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Develop original literary texts to <ul style="list-style-type: none"> - create a story with a beginning, middle, and end, using words that can be understood by others - create poems or jingles, using words that can be understood by others 	
UNIT 1 UNIT 2 UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Write to respond to text to <ul style="list-style-type: none"> - express feelings about characters or events in one or more stories - describe characters, settings, or events - list a sequence of events in a story - retell a story, using words - identify the problem and solution in a simple story • Maintain a portfolio of writings and drawings in response to literature, with assistance 	<p>Guided Reading Observation, Reader Response Sheet</p> <p>Teacher Observation</p> <p>Begin to establish Writing Portfolio</p>
Writing Workshop/Building Community Book				<ul style="list-style-type: none"> • Use personal experiences to stimulate own writing, with assistance 	Writing Rubric
UNIT 1 UNIT 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Write to express opinions and judgments to <ul style="list-style-type: none"> - share what they know, want to know, and have learned about a theme or topic 	Teacher Observation

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UNIT 1 UNIT 2 UNIT 1 UNIT 2				<ul style="list-style-type: none"> - respond in words to an experience or event shared by a classmate - depict an opinion about statements, illustrations, characters, and events in written and visual texts - compare characters, settings, and events within and between stories - describe the differences between real and imaginary experiences - describe the connections between personal experiences and ideas and information in written and visual texts 	<p>Teacher Observation</p> <p>Teacher Observation</p> <p>Teacher Observation</p>
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance 	Begin to establish Writing Portfolio
Building Community Unit				<ul style="list-style-type: none"> • Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance 	
Writing Workshop/ Building Community Book			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group 	Teacher Observation
				<ul style="list-style-type: none"> • Respect the age, gender, and culture of the recipient 	

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				<ul style="list-style-type: none"> • Write friendly letters to others, using salutations and closings 	
				<ul style="list-style-type: none"> • Maintain a portfolio of writings and drawings for social interaction, with assistance 	
UNIT 1 UNIT 2		LISTENING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Acquire information from nonfiction text 	Teacher Observation
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Identify words and sentences on a chart 	Teacher Observation
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Follow directions involving a few steps 	Teacher Observation
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Identify similarities and differences in information about people, places, and events 	Teacher Observation
UNIT 1 UNIT 2			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Listen to literary texts and performances to <ul style="list-style-type: none"> - appreciate and enjoy literary works - match spoken words with pictures - identify a character, setting, plot - respond to vivid language - identify specific people, places, and events - distinguish between a story, a poem, and a play 	Teacher Observation
UNIT 1 UNIT 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Form an opinion and evaluate information on the basis of information in the world 	Teacher Observation

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Writing Workshop/ Wants and Needs				<ul style="list-style-type: none"> • Identify messages in advertisements by listening to the words, music, and sound effects 	Teacher Observation
UNIT 1 UNIT 2			Standard 4: Students will read, write, listen, and speak for social interaction .	<ul style="list-style-type: none"> • Respect the age, gender, and culture of the speaker 	Teacher Observation
Writing Workshop/ Morning Meeting				<ul style="list-style-type: none"> • Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners 	Teacher Observation
Writing Workshop/Mo rning Meeting				<ul style="list-style-type: none"> • Listen for the tone of voice and content that signal friendly communication 	Teacher Observation
		SPEAKING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Dictate information 	
UNIT 2				<ul style="list-style-type: none"> • Report information to peers and familiar adults 	
UNIT 2				<ul style="list-style-type: none"> • Connect information from personal experiences to information from nonfiction texts 	
				<ul style="list-style-type: none"> • Retell multiple pieces of information in sequence; for example, retell a story 	
UNIT 1 UNIT 2				<ul style="list-style-type: none"> • Share observations from the classroom, home, or community 	Teacher Observation
				<ul style="list-style-type: none"> • Ask questions to clarify topics, 	Teacher Observation

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UNIT 1 UNIT 2				directions, and/or classroom routines	
UNIT 1 UNIT 2				• Respond orally to questions and/or directions	
				• Share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept	
UNIT 1			Standard 2: Students will read, write, listen, and speak for literary response and expression.	• Converse with adults and peers regarding pictures, books, and experiences	Teacher Observation, Guided Reading Observation
				• Role-play characters and events from stories	
UNIT 1				• Express feelings about works of fiction and poetry	Teacher Observation
UNIT 1				• Respond to stories, legends, and songs from different cultural and ethnic groups	Teacher Observation, Guided Reading Observation
UNIT 1				• Compare stories from personal experience with stories heard or read	Teacher Observation, Guided Reading Observation, Reader Response Sheet
				• Express the mood or emotion of a story by using a variety of words	

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UNIT 1				• Retell familiar stories in a logical sequence	Teacher Observation, Guided Reading Observation
UNIT 1				• Ask for clarification of events in a story or poem	Teacher Observation, Guided Reading Observation
UNIT 1				• Describe familiar persons, places, or objects	Teacher Observation, Guided Reading Observation
UNIT 1				• Recite poems and nursery rhymes	Teacher Observation
UNIT 1			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	• Share what they know, want to know, and have learned about a theme or topic	Teacher Observation
UNIT 1				• Express an opinion or judgment about a story, poem, poster, or advertisement	Teacher Observation, Guided Reading Observation
				• Compare characters, settings, or events in two or more stories	
				• Explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story	
				• Compare and contrast different versions of the same story	
				• Explain why two different characters view the same action or event differently	
				• Compare and contrast events or	

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				characters in a story with their lives	
UNIT 1			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment 	Teacher Observation
UNIT 1				<ul style="list-style-type: none"> • Share favorite anecdotes, riddles, and rhymes with peers and familiar adults 	Teacher Observation
UNIT 1				<ul style="list-style-type: none"> • Respect the age, gender, and culture of the listener 	Teacher Observation
UNIT 1				<ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other 	Teacher Observation

