



Northern York County School District

Curriculum Overview

Course: English Language Arts (Reading)	
Grade Level: 1	
Development/Revision Date: May 2022	Length of Time: 180 Days
Course Description: Elementary students in the Northern York County School District experience reading and writing through a comprehensive literacy model. In this model, the English Language Arts (Reading) curriculum addresses the following categories: phonemic awareness, phonics, vocabulary, fluency and comprehension. In addition, students are also taught to construct written responses to text. Through teacher direct instruction and modeling, small group instruction, and independent work, students develop the strategies and skills to be proficient readers based on the PA Core Standards .	
Course Objectives: <ul style="list-style-type: none"> • Gain a working knowledge of alphabetic principles, phonemic awareness, and phonics. • Read and comprehend literary fiction, nonfiction, and informational text. • Read independently with fluency and accuracy. • Develop communication skills that lead to collaborative conversations that deepen understanding of grade level appropriate topics and texts. • Structure written responses to text. 	
Foundational Skills: Foundational skills are interwoven into all units. <ul style="list-style-type: none"> • Phonemic Awareness • Review letter names and sounds • CVC words with blending • Digraphs • Reading Strategies • Double consonants • Glued sounds • Suffixes • Short Vowels • Silent -e • Long vowel teams • R controlled vowels • Multisyllabic words 	Literature and Informational Text Units: <ul style="list-style-type: none"> • Literacy routines/Building a community of readers • Story Elements • Retelling • Fiction vs. Nonfiction • Understanding Nonfiction • Nonfiction- Text Features and Structures • Asking Questions-Fiction and Nonfiction • Author's Purpose and Message • Comparing and Contrasting Fiction and Nonfiction • Nonfiction-Main Idea and Supporting Details • Point of View
Related Standards: 1.1.Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. 1.2 Reading Informational Text: Students read, understand, and respond to informational text--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	

1.3 Reading Literature: Students read and respond to works of literature--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused pieces to convey a well-defined perspective and appropriate content.

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.

Concepts:

- Grade-level phonics and word analysis skills
- Specific word work instruction
- Critical thinking, concise communication, and active listening

Competencies:

- Read with accuracy and fluency to support comprehension.
- Utilize vocabulary strategies to determine or clarify the meaning of words and phrases.
- Utilize reading comprehension strategies to deepen understanding of the text including making connections, asking questions, visualizing, and making predictions.
- Identify and read a variety of genres.
- Informational Text
 - Identify the main idea and retell key details of text.
 - Use various text features and search tools to locate key facts or information in a text.
 - Ask and answer questions about a text.
- Literature
 - Describe characters, settings, and major events in a story, using key details.
 - Retell a story
 - Identify the central message or lesson or moral.
 - Identify the point of view
 - Compare and contrast stories
 - Ask and answer questions about a story
- Participate in collaborative conversations with peers and adults in small and larger groups.

Learning Activities:

- Reading
- Guided Reading
- Independent Reading

Performance Tasks:

- Unit Assessments (Phonics/Reading)
- Oral Reading
- Retellings

<ul style="list-style-type: none"> • Phonemic Awareness • Phonics (Word Work, Handwriting) 	<ul style="list-style-type: none"> • Text discussions • Written responses to text
Other Assessment Measures: Developmental Reading Assessment, Foundations Unit Assessments, AIMSweb Plus	
Textbook/Primary Resource: Heggerty, Foundations, Fountas and Pinnell (Interactive Read Aloud lessons), Fountas and Pinnell (Reading Mini-lesson Book)	
Supplemental Resource Materials: Flyleaf Decodables, RAZ Plus, 95% Group Chip Kits	