



Cocalico School District
Course Curriculum Details
Course: ELA - Grade 1

Area: Foundational Skills

Big Idea: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Print Concepts					
<ul style="list-style-type: none"> • CC.1.1.1.B Demonstrate understanding of the organization and basic features of print: recognize the distinguishing features of a sentence. 	<ul style="list-style-type: none"> • directionality • capitalization • punctuation • spacing 	<ul style="list-style-type: none"> • guided reading • whole group big book instruction 	<ul style="list-style-type: none"> • Big books • Guided reading books 	<ul style="list-style-type: none"> • CAP 	
Objective: 2: Phonological Awareness					
<ul style="list-style-type: none"> • CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes): distinguish long from short vowel sounds in spoken single-syllable words; count, pronounce, blend, and segment syllables in spoken and written words; Orally produce single-syllable words, including consonant blends and digraphs.; Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.; Add or substitute individual sounds (phonemes) in one-syllable words to make new words. 	<ul style="list-style-type: none"> • vowels • consonants • phonemes • syllables • words • blends • digraphs • rhyme • inflectional endings • sentence • vowel teams 	<ul style="list-style-type: none"> • Words Their Way sorts • Nonsense word activities • Spelling activities 	<ul style="list-style-type: none"> • Wonders manual • Words Their Way book • Nonsense word sorts 	<ul style="list-style-type: none"> • Progress monitoring NWF, PSF • DIBELS assessment • Wonders weekly assessments • Spelling tests 	



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Objective: 3: Phonics and Word Recognition					
<ul style="list-style-type: none"> • CC.1.1.1.D. Know and apply grade-level phonics and word analysis skills in decoding words.; Identify common consonant digraphs, final-e, and common vowel teams.; Decode one-and two-syllable words with common patterns.; Read grade-level words with inflectional endings.; Read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • syllable • consonant • digraphs • decode • vowel teams • vowel patterns • inflectional endings • spelling • irregular words • sight words 	<ul style="list-style-type: none"> • Guided reading • Word work activities • Sorting 	<ul style="list-style-type: none"> • Guided reading books • Wonders manual • Wonders leveled readers • Sorts 	<ul style="list-style-type: none"> • DIBELS • DRA • Informal running records • High frequency word assessments • Weekly Wonders assessment 	
Objective: 4: Fluency					
<ul style="list-style-type: none"> • CC.1.1.1.E Read with accuracy and fluency to support comprehension; Read on-level text with purpose and understanding; Read on-level text orally with accuracy, appropriate rate and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • accuracy • rate • expression • context • comprehension • meaning • rereading 	<ul style="list-style-type: none"> • Guided reading • Rereading • Sailboats • Poems • Reader’s theater 	<ul style="list-style-type: none"> • Leveled readers • Poems • Big books • Reader’s theater • Wonders materials • Wonders manual 	<ul style="list-style-type: none"> • DORF • DRA2 • Read Naturally • Quick Reads 	



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Area: Reading Informational Text

Big Idea: Students read, understand, and respond to informational text - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Key Ideas and Details					
<ul style="list-style-type: none"> • Main Idea - CC.1.2.1.A Identify the main idea and retell key details of the text. • Text Analysis - CC.1.2.1.B Ask and answer questions about key details in a text. • Text Analysis - CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. 	<ul style="list-style-type: none"> • main idea • retelling • details • text • connections • events 	<ul style="list-style-type: none"> • Read alouds • Guided reading • Wonders manual activities 	<ul style="list-style-type: none"> • Big books • Read aloud books • Leveled readers • Wonders anthology text • Read aloud cards 	<ul style="list-style-type: none"> • DRA2 • Weekly Wonders assessment • Wonders unit assessment 	
Objective: 2: Craft and Structure					
<ul style="list-style-type: none"> • Text Structure CC.1.2.1.E Use various text features and search tools to locate key facts or information in the text. • Vocabulary CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<ul style="list-style-type: none"> • text features • key facts • information • questioning strategy • phrasing 	<ul style="list-style-type: none"> • Read alouds • Discussing stories in manual • Guided reading lessons 	<ul style="list-style-type: none"> • Leveled readers • Big books • Read alouds • Wonders read aloud cards • Wonders manual • Wonders text 	<ul style="list-style-type: none"> • Weekly Wonders assessments • Unit assessments • DRA for nonfiction 	



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Objective: 3: Integration of Knowledge and Ideas					
<ul style="list-style-type: none"> • Diverse Media CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. • Evaluating Arguments CC.1.2.1.H Identify the reasons an author gives to support points in a text. • Analysis Across Texts CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. 	<ul style="list-style-type: none"> • illustrations • details • key ideas • author • support points • text • Venn diagram • similarities • differences 	<ul style="list-style-type: none"> • Guided reading • Picture walks • Close reading • Comparison charts/diagrams/drawings 	<ul style="list-style-type: none"> • Wonders weekly assessment • Wonders unit assessment • Leveled readers 	<ul style="list-style-type: none"> • Wonders weekly tests • Wonders unit assessments • Informal assessments • Graphic organizer 	
Objective: 4: Vocabulary Acquisition and Use					
<ul style="list-style-type: none"> • CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. • CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading content. 	<ul style="list-style-type: none"> • words • phrases • conversations • responding • connections • relationships • synonyms • antonyms • multiple-meaning words • definition 	<ul style="list-style-type: none"> • Wonders activity pages • Read alouds • Wonders online component • ConnectEd 	<ul style="list-style-type: none"> • Vocabulary cards • High frequency checklists 	<ul style="list-style-type: none"> • Wonders weekly assessments • Wonders unit assessments 	



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 5: Range of Reading					
<ul style="list-style-type: none">• CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		<ul style="list-style-type: none">• comprehension• literary nonfiction• information text• nonfiction	<ul style="list-style-type: none">• Read alouds• Wonders activities• Leveled readers	<ul style="list-style-type: none">• Wonders leveled readers• Leveled readers• Big books• Classroom library books• Anthology	<ul style="list-style-type: none">• DRA2• Wonders assessments• Running records



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Area: Reading Literature

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

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Key Ideas and Details					
<ul style="list-style-type: none"> • Theme CC.1.3.1.A Retell stories including key details, and demonstrate understanding of their central message or lesson. • Text Analysis CC.1.3.1.B Ask and answer questions about key details in a text. • Literary Elements CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. 	<ul style="list-style-type: none"> • retell • key details • theme • central message • characters • setting • events 	<ul style="list-style-type: none"> • Read alouds • Graphic organizers • Wonders curriculum • Reader’s theater • Retellings • Guided reading lessons 	<ul style="list-style-type: none"> • Read alouds • Leveled reader • Wonders manual 	<ul style="list-style-type: none"> • DRA2 assessment • Informal guided reading checks • Wonders assessments 	
Objective: 2: Craft and Structure					
<ul style="list-style-type: none"> • Point of View CC.1.2.1.D Identify who is telling the story at various points in a text. • Text Structure CC.1.2.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. • Vocabulary CC.1.2.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 	<ul style="list-style-type: none"> • Point of view • First person • Third person • Nonfiction • Fiction • Words • Phrases • Feelings • Sensory words/details • Compare/contrast • Informational text • Poetry 	<ul style="list-style-type: none"> • Read alouds • Wonders curriculum • Poetry reading • Guided reading • Reader’s theater 	<ul style="list-style-type: none"> • Wonders manual • Reader’s theater • Poems • Leveled readers • Graphic organizers • Wonders posters/charts 	<ul style="list-style-type: none"> • Wonders assessments • Informal guided reading check 	



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 3: Integration of Knowledge and Ideas					
<ul style="list-style-type: none"> • Sources of Information CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. • Text Analysis CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories. 	<ul style="list-style-type: none"> • illustrations • details • characters • setting • events • compare and contrast 	<ul style="list-style-type: none"> • Read aloud • Guided reading • Wonders curriculum • Graphic organizers • Role playing • Reader’s theater 	<ul style="list-style-type: none"> • Poems • Readers theater • Leveled readers • Wonders texts • Wonders manual • Graphics organizers 	<ul style="list-style-type: none"> • Wonders assessments • Informal guided reading checks 	
Objective: 4: Vocabulary Acquisition and Use					
<ul style="list-style-type: none"> • Strategies CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. • CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts including words that signal connections and relationships between the words and phrases. 	<ul style="list-style-type: none"> • multiple-meaning words • synonyms • antonyms • connections • relationships • response to text • phrasing • comprehension 	<ul style="list-style-type: none"> • Guided reading • Read alouds • Wonders curriculum 	<ul style="list-style-type: none"> • iPads • Wonders manuals and texts • Leveled readers • Graphic organizers • Wonders vocabulary cards 	<ul style="list-style-type: none"> • Wonders assessments • Informal guided reading checks 	
Objective: 5: Range of Reading					
<ul style="list-style-type: none"> • CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently. 	<ul style="list-style-type: none"> • comprehension • literature • proficient • independent reading • meaning 	<ul style="list-style-type: none"> • Guided reading • Wonders curriculum • Big book lessons 	<ul style="list-style-type: none"> • Leveled readers • Big books • Wonders texts and manual • iPad • Graphic organizers 	<ul style="list-style-type: none"> • DRA2 • Running records • Informal guided reading checks • Wonders assessments 	



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Area: Writing

Big Idea: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Informative/Explanatory					
<ul style="list-style-type: none"> • CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information. • Focus CC.1.4.1.B Identify and write about one specific topic • Content CC.1.4.1.C Develop the topic with two or more facts. • Organization CC.1.4.1.D Group information and provide some sense of closure. • Style CC.1.4.1.E Choose words and phrases for effect. • Conventions of Language CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.; Capitalize dates and names of people. ; Use end punctuation; use commas in dates and words in series.; Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	<ul style="list-style-type: none"> • informative/explanatory texts • topic • ideas • facts • grouping • closure • words • phrases • effect • conventions • grammar • usage • capitalization • punctuation • spelling • commas • dates • series • spelling patterns • phonemic awareness • spelling conventions 	<ul style="list-style-type: none"> • Wonders writing curriculum • Research reports • Modeled writing lessons • Writing prompts • Interactive writing lessons • Peer editing/conferencing • Teacher conferencing • Editing writings • Small group guided writing 	<ul style="list-style-type: none"> • Wonders manual • Graphic organizers • Reading/Writing workshop books • Chart paper • iPads • Rubrics • Writing notebooks 	<ul style="list-style-type: none"> • Districtwide writing prompts • Graded writing by trimester • Checklists 	



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Objective: 2: Opinion/Argumentative					
<ul style="list-style-type: none"> • CC.1.4.1.G Write Opinion pieces on familiar topics. • Focus CC.1.4.1.H Form an opinion by choosing among given topics. • Content CC.1.4.1.I Support the opinion with reasons related to the opinion. • Organization CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure. • Style CC.1.4.1.K Use a variety of words and phrases • Conventions of Language CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.; Capitalize dates and names of people.; Use end punctuation; use commas in dates and words in series.; Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	<ul style="list-style-type: none"> • opinion • closure • structure • topic • reasons • grammar • conventions 	<ul style="list-style-type: none"> • Wonders writing curriculum • Research reports • Modeled writing lessons • Writing prompts • Interactive writing lessons • Peer editing/conferencing • Teacher conferencing • Editing writings • Small group guided writing • Spelling activities • Phonemic awareness lessons 	<ul style="list-style-type: none"> • Persuasive texts from reading room • Read alouds • Library books • Writing paper 	<ul style="list-style-type: none"> • District prompt • Graded trimester writings 	



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Objective: 3: Narrative					
<ul style="list-style-type: none"> • CC.1.4.1.M Write narratives to develop real or imagined experiences or events • Focus CC.1.4.1 N Establish who and what the narrative will be about • Content CC.1.4.1.O Include thoughts and feelings to describe experiences and events. • Organization CC.1.2.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. • Style CC.1.4.1.Q Use a variety of words and phrases • Conventions of Language CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.; Capitalize dates and names of people. ; Use end punctuation; use commans in dates and words in series.; Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. 	<ul style="list-style-type: none"> • narratives • events • experiences • temporal words • sequence • closure • conventions • grammar • adjectives • adverbs • strong verbs • sensory words 	<ul style="list-style-type: none"> • Wonders writing curriculum • Research reports • Modeled writing lessons • Writing prompts • Interactive writing lessons • Peer editing/conferencing • Teacher conferencing • Editing writings • Small group guided writing 	<ul style="list-style-type: none"> • Checklists • Writing paper • Graphic organizers • Wonders writing curriculum 	<ul style="list-style-type: none"> • District prompt • Graded trimester writings 	



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Objective: 4: Production and Distribution of Writing					
<ul style="list-style-type: none"> • Writing Process CC.1.4.1. T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • focus • topic • peer • response • questioning • suggestions • details • adjectives • strong verbs • adverbs 	<ul style="list-style-type: none"> • Wonders writing curriculum • Research reports • Modeled writing lessons • Writing prompts • Interactive writing lessons • Peer editing/conferencing • Teacher conferencing • Editing writings • Small group guided writing 	<ul style="list-style-type: none"> • Checklists • Wonders writing curriculum • Graphic organizers 	<ul style="list-style-type: none"> • District writing prompt • Trimester graded writings 	
Objective: 5: Technology and Publication					
<ul style="list-style-type: none"> • CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. 	<ul style="list-style-type: none"> • digital tools • produce • publish • collaboration • peers 	<ul style="list-style-type: none"> • Wonders writing curriculum • Research reports • Modeled writing lessons • Writing prompts • Interactive writing lessons • Peer editing/conferencing • Teacher conferencing • Editing writings • Small group guided writing • Research reports • Integrated project 	<ul style="list-style-type: none"> • Checklists • Computers • iPads • Graphic organizers • Research materials • Books 	<ul style="list-style-type: none"> • District writing prompt • Integrated project • Graded trimester writings • Graded research reports 	
Objective: 6: Conducting Research					



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<ul style="list-style-type: none"> CC.1.4.1.V Participate in individual or shared research and writing projects. 		<ul style="list-style-type: none"> research projects 	<ul style="list-style-type: none"> Wonders writing curriculum Research reports Modeled writing lessons Writing prompts Interactive writing lessons Peer editing/conferencing Teacher conferencing Editing writings Small group guided writing Integrated reports 	<ul style="list-style-type: none"> Checklists Writing materials Research materials Books iPads Computers 	<ul style="list-style-type: none"> District prompt Graded trimester prompt Graded research reports Graded integrated project
<p>Objective: 7: Credibility, Reliability, and Validity of Sources</p>					
<ul style="list-style-type: none"> CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. 		<ul style="list-style-type: none"> recall information questioning resources prompt 	<ul style="list-style-type: none"> Wonders writing curriculum Research reports Modeled writing lessons Writing prompts Interactive writing lessons Peer editing/conferencing Teacher conferencing Editing writings Small group guided writing 	<ul style="list-style-type: none"> Graphic organizers iPads Books Prompts 	<ul style="list-style-type: none"> District assessment Graded writing prompts Graded reports
<p>Objective: 8: Range of Writing</p>					
<ul style="list-style-type: none"> CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 		<ul style="list-style-type: none"> extended time frames shorter time frames discipline-specific tasks purpose audience research reflection revision range 	<ul style="list-style-type: none"> Wonders writing curriculum Research reports Modeled writing lessons Writing prompts Interactive writing lessons Peer editing/conferencing Teacher conferencing Editing writings Small group guided writing Research Integrated projects 	<ul style="list-style-type: none"> Checklists Prompts Research materials Books iPads Computers 	<ul style="list-style-type: none"> District prompts Trimester graded writings Graded research reports Graded integrated projects



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Area: Speaking and Listening

Big Idea: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
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Objective: 1: Comprehension and Collaboration

• **Collaborative Discussion**

CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.

• **Critical Listening**

CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

• **Evaluating Information**

CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- conversation
- collaborate
- peer
- conferencing
- projection
- read aloud
- information
- media
- drama
- questioning
- details
- clarification

- Readers theater
- Speeches
- Shared writings aloud
- Journaling
- Show and tell

- Checklists
- Graphic organizers
- Scripts
- Writings
- Items to share
- Various literature
- Rubrics

- Wonders assessments
- Informal assessments

Objective: 2: Presentation of Knowledge and Ideas

• **Purpose, Audience, and Task**

CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

• **Context** CC.1.5.1.E

Produce complete sentences when appropriate to task and situation.

- details
- expression
- sensory details
- feelings
- complete sentences

- Practicing speaking aloud
- Speeches
- Writings
- Write and share
- Author's chair

- Items to share
- Written pieces

- Wonders assessments
- Informal assessments



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Objective: 3: Integration of Knowledge and Ideas					
<ul style="list-style-type: none">• Multimedia CC.1.5.1F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.		<ul style="list-style-type: none">• drawings• visual displays• illustrations	<ul style="list-style-type: none">• Drawing• Book report• Graphing	<ul style="list-style-type: none">• Paper• Crayons• Pencils• Scissors	<ul style="list-style-type: none">• Informal assessments
Objective: 4: Conventions of Standard English					
<ul style="list-style-type: none">• CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.		<ul style="list-style-type: none">• Conventions• English	<ul style="list-style-type: none">• Sharing• Reading aloud• Reading to peers• Book buddies• Sharing writings aloud	<ul style="list-style-type: none">• Writings• Items to share	<ul style="list-style-type: none">• Informal assessments