

Loyalsock Township School District

Benchmarks: What Students Should Know and Be Able to Do

PA Core English Language Arts (ELA)

The PA Core English Language Arts Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include **Long Term Transfer Goals**, **Big Ideas**, **Concepts**, **Competencies**, and **Essential Questions** aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

Curriculum Framework Definitions:

- **Long Term Transfer Goals:** Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Long Term Transfer Goals

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Grade 1 Overview

Foundational Skills

Print Concepts * Phonological Awareness * Phonics & Word Recognition * Fluency

Listening and Speaking/Comprehension and Collaboration

Collaborative Discussion * Critical Listening * Evaluating Information

Listening and Speaking/Conventions of Standard English

Conventions of Standard English

Listening and Speaking/Integration of Knowledge and Ideas

Multimedia

Listening and Speaking/Presentation of Knowledge and Ideas

Purpose, Audience, and Task * Context

Reading Informational Text/Craft and Structure

Text Structure * Vocabulary

Reading Informational Text/ Integration of Knowledge and Ideas

Diverse Media * Evaluating Arguments * Analysis across Texts

Reading Informational Text/ Key Ideas and Details

Main Idea * Text Analysis

Reading Informational Text/ Range of Reading

Range of Reading

Reading Informational Text/ Vocabulary Acquisition and Use

Vocabulary Acquisition and Use

Reading Literature/Craft and Structure

Point of View * Text Structure * Vocabulary

Reading Literature/Integration of Knowledge and Ideas

Sources of Information * Text Analysis

Reading Literature/Key Ideas and Details

Theme * Text Analysis * Literary Elements

Reading Literature/Range of Reading

Range of Reading

Reading Literature/Vocabulary Acquisition and Use

Strategies * Vocabulary Acquisition and Use

Writing

Focus for Writing * Content for Writing * Organization for Writing * Production and Distribution of Writing *
Writing Style * Writing Conventions * Technology and Publication * Conducting Research *
Credibility, Reliability, and Validity of Sources * Range of Writing

Foundational Skills

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Question**
 - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Book Handling	Intentionally Blank
Print Concepts	Students will recognize the distinguishing features of a sentence (e.g. first word, capitalization , and punctuation such as quotation marks).
Phonological Awareness	Students will distinguish long from short vowel sounds in spoken single syllable words. Students will count, pronounce, blend, and segment syllables in spoken words. Students will orally produce single syllable words, including consonant blends and diagraphs . Students will isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words. Students will add or substitute individual sounds in one syllable words to make new words.
Phonics and Word Recognition	Students will identify common consonant diagraphs , final -e , and common vowel teams . Students will decode one- and two-syllable words with common patterns. Students will read grade level words with inflectional endings . Students will read grade appropriate spelled words with irregular patterns .
Fluency	Students will read on level text with purpose and understanding with accuracy and fluency. Students will read on level text orally with accuracy, appropriate rate , and expression on successive readings. Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Listening and Speaking/Comprehension and Collaboration

- **Big Idea**
 - Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- **Essential Questions**
 - What do good listeners do?
 - How do active listeners make meaning?
 - How do active listeners know what to believe in what they hear?

Concepts	Competencies
Collaborative Discussion	Students will participate in collaborative conversations with peers and adults in small and larger groups.
Critical Listening	Students will 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	Students will ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Listening and Speaking/Conventions of Standard English

- **Big Idea**
 - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
 - How do task, purpose, and audience influence how speakers craft and deliver a message?
 - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Conventions of Standard English	Students will demonstrate command of the conventions of standard English when speaking based on Grade 1 level and content.

Listening and Speaking/Integration of Knowledge and Ideas

- **Big Idea**
 - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Question**
 - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Multimedia	Students will add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

Listening and Speaking/Presentation of Knowledge and Ideas

- **Big Idea**
 - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
 - How do task, purpose, and audience influence how speakers craft and deliver a message?
 - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Purpose, Audience, and Task	Students will describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
Context	Students will produce complete sentences when appropriate to task and situation.

Reading Informational Text/Craft and Structure

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
 - What is this text really about?
 - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Text Structure	Students will use various text features and search tools to locate key facts, opinions, or information in a text.
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

Reading Informational Text/ Integration of Knowledge and Ideas

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Diverse Media	Students will use the illustrations and details in a text to describe its key ideas.
Evaluating Arguments	Students will identify the reasons an author gives to support points in a text.
Analysis Across Texts	Students will identify basic similarities in and differences between two texts on the same topic.

Reading Informational Text/ Key Ideas and Details

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Main Idea	Students will identify the main idea and retell key details of text.
Text Analysis	Students will ask and answer questions about key details in a text.
Text Analysis	Students describe the connection between two individual events, ideas, or pieces of information in a text.

Reading Informational Text/ Range of Reading

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about? How do readers know what to believe?
 - How does what readers' read influence how they should read it?
 - How does a readers' purpose influence how text should be read?

Concepts	Competencies	Vocabulary
Range of Reading	Students will read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Read Comprehend Literary Nonfiction

Reading Informational Text/ Vocabulary Acquisition and Use

- **Big Ideas**
 - An expanded vocabulary enhances one's ability to express ideas and information.
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - Why learn new words?
 - What strategies and resources do I use to figure out unknown vocabulary?
 - How do strategic readers create meaning from informational and literary text?
 - What strategies and resources do learners use to figure out unknown vocabulary?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will 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.
Vocabulary Acquisition and Use	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.

Reading Literature/Craft and Structure

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - An expanded vocabulary enhances one's ability to express ideas and information.

- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - How does what readers read influence how they should read?
 - Why learn new words?
 - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will identify the narrator or the person who is telling the story at various points in a text.
Text Structure	Students will explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.
Vocabulary	Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses .

Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will use illustrations and details in a story to describe characters, setting , or events .
Text Analysis	Students will compare and contrast the adventures and experiences of characters in stories.

Reading Literature/Key Ideas and Details

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?

Concepts	Competencies
Theme	Students will retell stories including key details and demonstrate understanding of their central message or lesson .
Text Analysis	Students will ask and answer questions about key details in a text.
Literary Elements	Students will describe characters, settings, and major events in a story, using key details.

Reading Literature/Range of Reading

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How do readers know what to believe?
 - How does what readers' read influence how they should read it?
 - How does a readers' purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literature on grade level, reading independently and proficiently.

Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - Why learn new words?
 - What strategies and resources does the learner use to figure out unknown vocabulary?

Concepts	Competencies
Strategies	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.
Vocabulary Acquisition and Use	Students will use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases.

Writing

- **Big Ideas**
 - Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
 - Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
 - Effective research requires multiple sources of information to gain or expand knowledge.
- **Essential Questions**
 - Why do writers write?
 - What is the purpose?
 - What makes clear and effective writing?
 - Who is the audience?
 - What will work best for the audience?
 - How do grammar and the conventions of language influence spoken and written communication?
 - How does one present findings best?
 - What does a reader look for and how can s/he find it?
 - How does a reader know a source can be trusted?

Concepts	Competencies
Focus for Writing	Informative: Students will use a combination of drawing, dictating, and writing to focus on one specific topic. Opinion: Students will form an opinion by choosing between two given topics. Narrative: Students will establish who and what the narrative will be about.
Content for Writing	Informational: Students will develop the topic with two or more facts . Opinion: Students will support the opinion with reasons related to the opinion . Narrative: Students will include thoughts and feelings to describe experiences and events.
Organization for Writing	Informational: Students will group information and provide some sense of closure . Opinion: Students will create an organizational structure that includes reasons and provides some sense of closure. Narrative: Students will recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

English Language Arts

Grade
1

Production and Distribution of Writing	With guidance and support from adults and peers, students will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Writing Style	Informational: Students will choose words and phrases for effect. Opinion: Students will use a variety of words and phrases . Narrative: Students will use a variety of words and phrases .
Writing Conventions	Students will demonstrate a grade appropriate command of the conventions of standard English grammar; usage; capitalization; punctuation, such as a comma ; and spelling.
Technology and Publication	With guidance and support, students will use a variety of digital tools to produce and publish writing including in collaboration with peers.
Conducting Research	Students will participate in individual or shared research and writing projects.
Credibility, Reliability, and Validity of Sources	With guidance and support, students will recall information from experiences or gather information from provided sources to answer a question.
Range of Writing	Students will 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.