I. MAJOR COURSE OBJECTIVES AND STUDENT PERFORMANCE INDICATORS

All Students Will:

A. Share and request information 1.6

1. Listen to others
   - Ask clarifying questions (1.6A)
   - Synthesize information, and ideas to determine relevancy and form opinions (1.6A)
   - Engage in interactive listening (1.6E)
   - Imitate how others use English (1.6C)
   - Listen to and acknowledge the contributions of others (1.6D)

2. Listen to selections of literature (fiction/nonfiction)
   - Identify and define new words and concepts (1.6B)
   - Relate selections of literature to previous knowledge (1.6B)

3. Contribute to discussions
   - Ask relevant clarifying questions (1.6D)
   - Respond with relevant information or opinions to questions asked (1.6D)
   - Initiate everyday conversations (1.6E)
   - Participate in small group discussions and presentations (1.6E)
   - Select and present an oral reading on an assigned topic (1.6E)
   - Facilitate total group participation (1.6D)

4. Speak using skills appropriate to formal speech situation
   - Pace the presentation according to audience and purpose (1.6C)
   - Adjust volume and inflection to provide emphasis to ideas or to influence the audience (1.6C)
   - Adjust tone and involvement to encourage equitable participation (1.6D)
   - Speak using skills appropriate to formal speech situations (1.6C)
   - Introduce relevant facilitating information, ideas, and opinions to enrich the discussion (1.6D)

B. Learn to read independently (1.1)

1. Demonstrate fluency and comprehension in reading (1.1H)
2. Read familiar materials with accuracy (1.1H)
3. Self-correct mistakes (1.1H)
4. Use appropriate rhythm, flow, meter, and pronunciation (1.1H)
5. Read a variety of genre and types of texts (1.1H)
C. Reading critically in all content areas (1.2)
   1. Read and understand essential content of informational texts (1.2A)
   2. Produce work in at least one literary genre that follows the conventions of the genre (1.2C)

D. Reading, analyzing, and interpreting works of literature (1.3)
   1. Read and understand works of literature (1.3A)
   2. Read and respond to fiction and nonfiction including poetry and drama (1.3F)
   3. Analyze the effectiveness in terms of literary quality of author’s use of literary devices (1.3C)

E. Types of writing (1.4)
   1. Short stories, poems, and plays
      • Apply varying organizational methods (1.4A)
      • Use relevant illustrations (1.4A)
   2. Maintain a written record
II. CONTENT OUTLINE AND TIME ALLOCATION

A. Vocabulary skills

B. Word study skills

C. Listening and Speaking

D. Elements of Grammar and Usage

E. Reading

1. Introductions
2. The American Flag
3. Sentences
4. Questions
5. School Workers
6. Student information form
7. Rhyming poem, “My Baby Brother”
8. Free verse poem, “74th Street”
10. Newspaper articles
12. Myth, “King Midas and the Golden Touch”
14. Biography, “Martin Luther King, Jr.: American Leader”
15. Poem, “Patti Bennet”

***Additional approved reading selections will be used***
III. TEXTS, MATERIALS, AND MAJOR RESOURCES

Teacher selected material deemed appropriate
District libraries (print and electronic sources)

IV. PROCEDURES FOR ASSESSMENT OF PA ACADEMIC STANDARDS

Teacher designed quizzes and tests and/or standard text tests
Cumulative exams as designated by District policy
Teacher observation
Class participation, group discussions, and teacher conference
Teacher, peer, self-assessment of performance
Special reports
Student presentations
Opportunity for alternative assessment as deemed appropriate by the teacher

V. SPECIAL CONDITIONS OR PREREQUISITES

VI. COURSE EVALUATION PROCEDURE

All planned courses will be monitored by the department chair and building administrators and revised according to the District’s revision cycle.

VII. ACCOMMODATIONS

The needs of students in the learning support and gifted programs are met through a variety of adaptations, modifications or enrichments to the planned course. If a student has an IEP or a GIEP (Gifted individual Education Plan), specific strategies and accommodations for that student will be identified in his or her individualized educational plan under the section called specially designed instruction. The learning support and gifted teachers are available to provide classroom teachers with any kind of assistance in providing accommodations.