



**STANDARDS & PROCEDURES  
WORKSHEET**

<b>Department or Subject:</b>	<b>English L.A. Grade 1</b>
<b>Teacher(s):</b>	<b>Sandra Ferrara</b>
<b>School Year:</b>	<b>2016 - 2017</b>

<b>Term 1 (20%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
- Reading - Oral Communication	Reading Quizzes; Class reading of stories; Daily 5 Guided Reading; Home Reading; <u>Oral</u> Presentations; News Time; Class Participation in teams/partners.	First Term = August to November
<i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i>	<u><i>Other Pertinent Information</i></u>	
Notes to parents in agenda or pocket folder.	<i>Skills to be mastered in reading: Alphabet letters/sounds rhyming words/word families short vowel sounds blends &amp; digraphs(ex. st, pl, sh, ch, th)</i>	
Progress Report	<i>Sight words; Words with short vowels; Color words; Read a simple sentence from left to right Pause at a period.</i>	
1 <sup>st</sup> Term Report Card	<i>Daily five stations  Home reading</i>	

<b>Term 2 (20%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
- Writing	Reading class stories. Reading own written pieces. Rubrics. Simple reading comprehension tests. Home reading. Daily 5 Guided Reading.  Writing Journal; greeting cards; class stories; response to a book read in class; holidays project; Daily 5 Guided Writing	2 <sup>nd</sup> Term = November to February

<i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i>	<i><u>Other Pertinent Information</u> Reading more complex words with long vowels and other vowel sounds. Reading sight words.</i>	
Notes to parents in agenda or pocket folder.  2 <sup>nd</sup> Term Report Card	<i>Construct phonetic spellings Spell words that have been studied in class correctly. Include a vowel or more in each word. Leave appropriate space between words Write left to write on lines. Print letters correct size. Grammar: Use proper sentence structure in a simple sentence. Use proper tense. Punctuation: Use periods and question marks. Use capitals to begin a new sentence and for names of people, places or special days.</i>	

<b>Term 3 (60%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
- Reading - Writing - Oral Communication	Home reading; Daily 5 Guided Reading & Writing; Reading comprehension tests; Readers Theatre; Oral presentations; Creative Writing; Journal	3 <sup>rd</sup> Term = February to June
<i>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</i>		<i>Other Pertinent Information</i>
Notes to parents in agenda or pocket folder.  3 <sup>rd</sup> Term Report Card		Review of all the skills covered in the year : Read with proper expressions and pauses. Read and spell sight words and other words we studied. Punctuation: Use periods, question marks, and exclamation marks. Understand what is a sentence. Speak well in front of the class.

\*\*\*Please note: Depending on the students mastery of the above this outline may be changed to meet the students' needs.