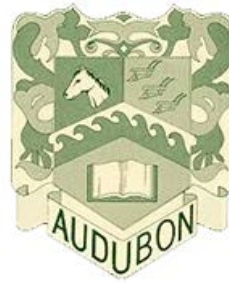


Audubon Public Schools



Grade 1: English Language Arts

Curriculum Guide

Developed by:

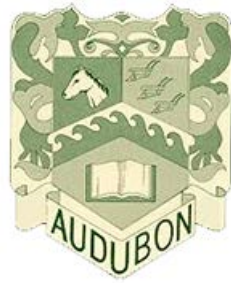
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August 12, 2019

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Course Description

Grade 1: English Language Arts

In grade one, students build upon concepts and skills to become fluent readers. Students will read leveled texts and apply decoding, comprehension and vocabulary strategies within a wide variety of literary and informational text. Students will work through the writing process to plan and write in a variety of genres, which demonstrate basic conventions of first grade writing. Students will develop and demonstrate command of the conventions of standard English grammar and usage when reading, writing, speaking and listening. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth; including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

| Overview | | Reading | | Writing | Speaking & Listening | Language | Foundational |
|---------------------------|--|---------------------------------------|-----------------------------|----------------------------------|--|--|--|
| Unit 1/ trimester 1 | Focus standards (Objectives) R- Fiction, Informational and Persuasive W- Personal Narrative and Opinion | RL.1.1 RL.1.3 RL.1.5 RL.1.10 | RI.1.1 RI.1.3 RI.1.10 | W.1.1 W.1.2 W.1.5 W.1.7 | SL.1.1.A-C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 | L.1.1.B-D L.1.2.A-E L.1.4.A-C L.1.5.A-C | RF.1.1.A RF.1.2.A-D RF.1.3.A, B, E RF.1.4.A-C |
| | Ancillary standards (Review) | | | | | L.1.1.A | |

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| Unit 2/ trimester 2 | Focus standards (Objectives) R- Informational and Fiction W- Informational, Opinion and Personal Narrative | RL.1.4 RL.1.6 RL.1.7 RL.1.10 | RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10 | W.1.1 W.1.2 W.1.3 W.1.5 W.1.6 W.1.7 | SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 | L.1.1.E-J L.1.2.C L.1.4.A L.1.5.C-D L.1.6 | RF.1.2.A, B RF.1.3.A-D |
| | Ancillary standards (Review) | RL.1.1 RL.1.3 | | W.1.1 W.1.3 | SL.1.1.A-C | L.1.6 L.1.2.A-E | RF.1.1.A RF.1.2.B-D RF.1.4.A-C |
| Unit 3/ trimester 3 | Focus standards (Objectives) R- Informational, Adventure/ Mystery, Poetry/Fairy Tales W- Informational, 3rd Person Narrative, and Opinion | RL.1.2 RL.1.3 RL.1.5 RL.1.9 RL.1.10 | RI.1.8 RI.1.9 | W.1.1 W.1.2 W.1.3 W.1.5 W.1.6 W.1.8 | SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 | L.1.1.I L.1.2.C | RF 1.3.C-E |
| | Ancillary standary (review) | RL.1.1 | | W.1.1 W.1.2 W.1.3 | SL.1.1.A-C | L.1.1 A-J L.1.2.A-E L.1.4.A-C L.1.5.A-D | RF1.2.A-D RF.1.3.A, B RF.1.4.A-C |

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| | | | | | | L.1.6 | |
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| Subject: ELA | Grade: 1 | Unit: 1 | 1st Trimester |
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| Focus Standards: Reading | | Critical Knowledge and Skills | |
| RL.1.1. Ask and answer questions about key details in a text. | RI.1.1. Ask and answer questions about key details in a text. | <ul style="list-style-type: none"> ● Understand what key details in the text are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support | |
| RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | <ul style="list-style-type: none"> ● Identify key story details ● Provide a description of characters in a story using key details ● Provide a description of the setting of a story using key details ● Provide a description of the major events in a story using key details ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked | |
| RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | RL.1.5: <ul style="list-style-type: none"> ● Read a variety of narrative and informational texts ● Identify the traits of narrative texts and informational texts ● Compare and contrast narrative and informational text, focusing on how they are different ● Explain the differences between narrative and informational texts | |

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| RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | RI.1.10. With prompting and support, read informational texts at grade level complexity or above. | <ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| Focus Standards: Writing | | Unit 1 Writing Critical Knowledge and Skills |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | <ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | <ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | | <ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors |

| Focus Standards: Speaking and Listening | Critical Knowledge and Skills |
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| <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ● SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ● SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion. | <ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion |
| <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions |
| <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them |
| <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events |

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| | <ul style="list-style-type: none"> ● Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | <ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | <ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas |
| Focus Standards: Language | Critical Knowledge and Skills |
| <p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.1.1.A. Print all upper- and lowercase letters. ● L.1.1.B. Use common, proper, and possessive nouns. ● L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ● L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) | <ul style="list-style-type: none"> ● Formation of upper and lowercase letters ● Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) ● Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking |
| <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● L.1.2.A. Capitalize dates and names of people. ● L.1.2.B. Use end punctuation for sentences. | <ul style="list-style-type: none"> ● Recognize the names of people, days of the week, and months of the year ● Capitalize the appropriate words in the date and the names of people ● Identify different types of end punctuation ● Apply appropriate end punctuation to writing |

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| <ul style="list-style-type: none"> ● L.1.2.C. Use commas in dates and to separate single words in a series. ● L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <ul style="list-style-type: none"> ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling) |
| <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> | <ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue |
| <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> | <ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories |

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| <ul style="list-style-type: none"> ● L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ● L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). ● L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). | <ul style="list-style-type: none"> ● Use the attribute to extend the definition of categorized words ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing |
| <p>Focus Standards: Foundational Skills</p> | <p>Critical Knowledge and Skills</p> |
| <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <ul style="list-style-type: none"> ● RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | <ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation |
| <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-</p> | <ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words ● Determine each phoneme of spoken one-syllable words |

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| <p>syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | |
| <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. ● RF.1.2.B. Orally produce single-syllable words by blending sounds ● RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. | <ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraph ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable |
| <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● RF.1.4.A. Read grade-level text with purpose and understanding. | <ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud |

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| <ul style="list-style-type: none"> ● RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <ul style="list-style-type: none"> ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary |
| Formative Assessments | Summative Assessments |
| <ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature (Binders) ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ RTL graphic organizer ● R- RTL for Listening to reading in Daily 5 ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● W-Word on Writing (daily 5) ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading | <ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author’s Share ● L-Writing On Demand pieces ● F- Unit assessments ● F- Trick word assessments ● F- Sight word biweekly assessment |
| Suggested Primary Resources | Suggested Supplemental Resources |
| <ul style="list-style-type: none"> ● R- Guided Reading books ● R- Fluency Folders ● W- Lucy Calkins/ Medford adaptation | <ul style="list-style-type: none"> ● R/W - Mentor texts- Night of the Veggie Monster, Knufflebunny, Fancy Nancy, Roller Coaster, Peter’s Chair, Kitten’s First Full Moon, Chrysanthemum, I Like Myself, Everyone Is Different |

- W- Mastering the Mechanics
- W-6+1 Traits Toolkit
- L- Writing workshop
- F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages

- R- The Daily Five (resource book)
- R- Fluency/ Poetry folder
- R- Smart Board file- Nonfiction text features
- R- anchor chart- Nonfiction text features
- W- teacher model
- W- Graphic organizers- People, Places and Things organizer, Map of My Heart
- W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre;
- W- Youtube videos- https://www.youtube.com/watch?v=FIyt5pEcE_g (fact vs opinion);
IPICK Song
- W- Daily 5 writing resources and prompts
- L/F Youtube videos- parts of speech- Schoolhouse Rock videos; word families, bonus letter video; alphablocks
- L/F- Smart board files to teach skills
- L/F- Daily 5 word word activities, resources ,games
- R/W/L/F- Daily 5 anchor charts

Cross-Curricular Connections

- Mystery Science
- Read alouds in science and social studies- beginning of the year books about kindness, friendship, how to share, rules, etc; Thanksgiving books; Books about Hanukkah, Kwanzaa, and Christmas
- STEAM writing
- Math journal writing
- Theme/ art-All About Me; Columbus Day ; Veteran's Day; Thanksgiving; Hanukkah, Kwanzaa, Christmas; Reindeer
- Teach and assess language and foundational skills during writing workshop
- BookFlix

| Essential Questions | Enduring Understanding |
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| <p>READING:</p> <ul style="list-style-type: none"> ● RI/RL.1.1 Good readers ask and answer questions to help understand the text. ● RL/RI. 1.3 Good readers describe characters, settings, and major events in a story. ● RL.1.5. Good readers describe how a story builds from beginning to end. ● RL.1.10 Good readers read and comprehend literature text at grade level or above complexity with scaffolding. ● RI.1.10. Good readers read and comprehend informational text at grade level or above complexity with scaffolding. <p>WRITING:</p> <ul style="list-style-type: none"> ● W1.1 Good writers introduce a topic, state an opinion, supply reason(s), use linking words and provide a conclusion in opinion pieces. ● W1.3 Good writers recount well-elaborated events & experiences in sequence that include details, thoughts, feelings and closure in narrative pieces. ● W1.5 Good writers strengthen their writing through self-reflection, editing and revising with support from adults and peers. ● W.1.7 Good writers write sequenced How-To's | <p>READING:</p> <ul style="list-style-type: none"> ● RI/RL.2.1 What kinds of questions do good readers ask about a text? ● RL/RI.1.3 How do good readers describe characters, setting and major events? ● RL.1.5.What evidence do good readers provide to describe a story from beginning to end? ● RL.1.10 What skills do good readers demonstrate to promote grade level or above reading and comprehension for literature? ● RI.1.10. What skills do good readers demonstrate to promote grade level or above reading and comprehension for informational text? <p>WRITING:</p> <ul style="list-style-type: none"> ● W1.1 What type of strategies do good writers use when stating an opinion? ● W1.3 How do good writers describe a narrative story? ● W1.5 What techniques do good writers use to strengthen their writing? ● W.1.7 How do good writers sequence and write How-To's |

Differentiation

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| 504 | <ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids | <ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing |
| Enrichment | <ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection | <ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals |
| IEP | <ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers | <ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors |
| ELLs | <ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge | <ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers |

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| At-risk | <ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement | <ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning |
| 21st Century Skills | | |
| <ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking | | <ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration |
| Integrating Technology | | |
| <ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs | | <ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software |

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| Subject: ELA | Grade: 1 | Unit: 2 | 2nd Trimester |
| Focus Standards: Reading | | Critical Knowledge and Skills | |
| | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | RI.1.3: | <ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked |

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| <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> | <p>RL.1.4:</p> <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to <p>RI.1.4:</p> <ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in an informational text, using text content ● Use strategies when faced with an unknown word |
| <p>RL.1.6. Identify who is telling the story at various points in a text.</p> | <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <ul style="list-style-type: none"> ● Explain the function of a narrator ● Determine the narrator who is telling a story ● Identify when the narrator changes ● Determine the difference between information gained by examining pictures and information gained from the words in the text ● Identify the difference from what pictures between what pictures show and what the words in the text say |
| | <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or</p> | <ul style="list-style-type: none"> ● Determine what text features help locate important information ● Use headings to help understand text ● Identify and use various text features and the type of information each provides (e.g. table of contents, glossaries, and etc.) |

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| <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>RI.1.7. Use illustrations and details in a text to describe its key details.</p> | <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story Identify an illustration that helps to describe the character, setting, or event ● Explain how illustrations describe important story elements ● Identify story details that describe story elements ● Describe elements of the story using story details |
| | <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> | <ul style="list-style-type: none"> ● Identify the key points an author is making in a text ● Recognize the author’s reasoning by finding support within the text ● Explain how this information is useful, with scaffolding, as needed |
| | <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <ul style="list-style-type: none"> ● Describe texts that are read, using various points (e.g., pictures, descriptions, etc) ● Identify the similarities and differences of two texts on the same topic ● Use various points of comparison (e.g., pictures, descriptions, etc) |
| <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p> | <p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p> | <ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently |

| Focus Standards: Writing | Critical Knowledge and Skills |
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| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | <ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | <ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | <ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show the order of events (e.g., now, when, then) ● End with a closing sentence |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | <ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors |
| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | <ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary |
| W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | <ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration |
| Focus Standards: Speaking and Listening | Critical Knowledge and Skills |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions |

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| <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them |
| <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions |
| <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas |
| <p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> | <ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas |
| <p>Focus Standards: Language</p> | <p>Critical Knowledge and Skills</p> |
| <p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <ul style="list-style-type: none"> ● Identify different tenses of verbs in reading ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing ● Identify adjectives and explain their function in reading ● Use common adjectives in writing ● Identify conjunctions and explain their function in reading ● Use common conjunctions in writing ● Identify determiners and explain their function in reading ● Use determiners in writing ● Identify and explain the purpose of prepositions in reading ● Use prepositional words in writing ● Demonstrate sentence variety in speaking and writing |

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| <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> | <ul style="list-style-type: none"> ● Apply rules for using commas in writing to dates and to single word series |
| <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts |
| <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> | <ul style="list-style-type: none"> ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing ● Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives |
| <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> | <ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts |
| <p>Focus Standards: Foundational Skills</p> | <p>Critical Knowledge and Skills</p> |
| <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every</p> | <ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word |

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| <p>syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | <ul style="list-style-type: none"> ● Take apart a word by sounds |
| <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> | <ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words |
| Ancillary Standards | |
| RL1.1, 1.3, W1.1, W1.3, SL.1.1.A-C, L.1.6, L.1.2.A-E | |
| <p style="text-align: center;">Formative Assessments</p> <ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature (Binders) ● R- Graphic organizers for response to reading | <p style="text-align: center;">Summative Assessments</p> <ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author's Share ● L-Writing On Demand pieces |

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| <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ RTL graphic organizer ● R- RTL for Listening to reading in Daily 5 ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● W-Word on Writing (daily 5) ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading | <ul style="list-style-type: none"> ● F- Unit assessments ● F- Trick word assessments ● F- Sight word biweekly assessment |
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| Suggested Primary Resources | Suggested Supplemental Resources |
| <ul style="list-style-type: none"> ● R- Guided Reading books ● W- Lucy Calkins/ Medford adaptation ● W- Mastering the Mechanics ● W-6+1 Traits Toolkit ● L- Writing workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages | <ul style="list-style-type: none"> ● R/W-Christmas' Around the World informational reading (writing booklet ; Brainpop video- Winter Holidays; Books- <u>Christmas Around the World by Marcia Vaughan</u>; Youtube-Christmas Around the world; December holidays- graphic organizer for writing (booklet); Internet research to winter holidays ● R/ W- Mentor texts- <u>Non-fiction texts from classroom library; I Wanna New Room, I Wanna Iguana, I Wanna Go Home, Night of the Veggie Monster</u> ● R- Fluency/ Poetry folder ● Books- <u>Martin's Big Words; Meet Martin Luther King Jr.; Meet the President by Marc Brown;</u> ● R- Smart Board file- Nonfiction text features; ● R- anchor chart ● W- teacher model ● W- Graphic organizers- Expert List; My Favorite's List ● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and |

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| | <p>Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre; 5 senses;</p> <ul style="list-style-type: none"> ● W- Youtube videos- Fact v.s Opinion ● W- Daily 5 writing resources and prompts ● L/F Youtube videos ● L/F- Smart board files to teach skills ● L/F- Daily 5 word work activities, resources, games ● R/W/L/F- Daily 5 anchor charts |
| Cross-Curricular Connections | |
| <ul style="list-style-type: none"> ● Read alouds in science and social studies- Books about holidays around the world ● STEAM writing ● Math journal writing ● Theme/ art- Holidays around the world; Valentine's Day; President's Day ● Teach and assess language and foundational skills during writing workshop ● Mystery Science | |
| Enduring Understanding | Essential Questions |
| <p>READING</p> <ul style="list-style-type: none"> ● RI.1.3 Good readers describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RL.1.4. Good readers identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● RI.1.4 Good readers ask and answer questions to help determine the meanings of words in a text ● RI.1.5 Good readers know and use various text features to locate facts ● RL.1.6 Good readers identify who is telling the story | <p>READING</p> <ul style="list-style-type: none"> ● RI.1.3 What strategies do good readers use to describe connections in a text? ● RL.1.4. What evidence do good readers present to describe how words & phrases that appeal to the senses? ● RI.1.4 How do good readers understand words in a text? ● RI.1.5 How do good readers use text features? ● RL.1.6 What evidence do good readers use to determine who is telling the story? ● RI.1.6. How do readers use pictures and words to gain information ● RI.1.7./RL.1.7 How do good readers use illustrations and images to clarify the meaning of a text? ● RI.1.8 What evidence do good readers use the text to support |

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| <ul style="list-style-type: none"> ● RI.1.6. Good readers distinguish information between pictures and text ● RI.1.7./RL.1.7 Good readers use illustrations and details in a text to describe its key details. ● RI.1.8 Good readers identify the key points an author is making in a text ● RI.1.9 Good readers compare & contrast important points presented by two texts on the same topic. ● RL.2.10 Good readers read & comprehend literature, including stories & poetry at grade level complexity or above with scaffolding as needed. ● RI.1.10 Good readers read & comprehend informational texts at grade level complexity or above with scaffolding as needed. <p>WRITING:</p> <ul style="list-style-type: none"> ● W1.1 Good writers introduce a topic, state an opinion, supply reason(s), use linking words and provide a conclusion in opinion pieces. ● W1.3 Good writers recount well-elaborated events & experiences in sequence that include details, thoughts, feelings and closure in narrative pieces. ● W1.5 Good writers strengthen their writing through self-reflection, editing and revising with support from adults and peers. ● W1.6 Good writers use digital tools to write and collaborate ● W.1.7 Good writers write sequenced How-To's | <p>authors reasonings</p> <ul style="list-style-type: none"> ● RI.1.9 What important points do good readers present to compare & contrast two texts on the same topic? ● RI.1.10 Which strategies/concepts do good readers apply to read & comprehend informational texts at grade level complexity or above? <p>WRITING:</p> <ul style="list-style-type: none"> ● W1.1 What type of strategies do good writers use when stating an opinion? ● W1.3 How do good writers describe a narrative story? ● W1.5 What techniques do good writers use to strengthen their writing? ● W1.6 How do good writers use digital tools? ● W.1.7 How do good writers sequence and write How-To's |
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Differentiation

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| 504 | <ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids | <ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing |
| Enrichment | <ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection | <ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals |
| IEP | <ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers | <ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors |
| ELLs | <ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge | <ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers |

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| At-risk | <ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement | <ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning |
| 21st Century Skills | | |
| <ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking | <ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration | |
| Integrating Technology | | |
| <ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs | <ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software | |

| Subject: ELA | Grade: 1 | Unit: 3 | 3rd Trimester |
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| Focus Standards: Reading | | Critical Knowledge and Skills | |
| RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story's central idea or message | |
| RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. | | <ul style="list-style-type: none"> ● Identify key story details ● Provide a description of characters in a story using key details ● Provide a description of the setting of a story using key details | |

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| | | <ul style="list-style-type: none"> ● Provide a description of the major events in a story using key details |
| RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | <ul style="list-style-type: none"> ● Read a variety of narrative and informational texts ● Identify the traits of narrative texts and informational texts ● Compare and contrast narrative and informational text, focusing on how they are different ● Explain the differences between narrative and informational texts |
| | RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. | <ul style="list-style-type: none"> ● Identify the key points an author is making in a text ● Recognize the author’s reasoning by finding support within the text ● Explain how this information is useful, with scaffolding, as needed |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories | RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters’ experiences in the stories ● Identify similarities and differences in characters’ experiences in stories ● Identify similarities and differences in what happened to the characters ● Determine how characters solve problems ● Describe texts that are read, using various points (e.g., pictures, descriptions, etc) ● Identify the similarities and differences of two texts on the same topic ● Use various points of comparison (e.g., pictures, descriptions, etc) |
| RL.1.10. With prompting and support, read and comprehend stories and | RI.1.10. With prompting and support, read informational texts at grade level complexity or | <ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently |

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| poetry at grade level complexity or above. | above. | |
| Focus Standards: Writing | | Critical Knowledge and Skills |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | <ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | <ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | <ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | | <ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors |
| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | <ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary |

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| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <ul style="list-style-type: none"> ● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions ● Take notes on the key details of provided information ● Read provided information to answer research questions and take notes ● Recall from their own background knowledge to answer research questions |
| Focus Standards: Speaking and Listening | Critical Knowledge and Skills |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | <ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | <ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | <ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) |
| Focus Standards: Language | Critical Knowledge and Skills |
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> ● Identify and explain the purpose of prepositions in reading ● Use prepositional words in writing |

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| <ul style="list-style-type: none"> ● L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward). | |
| <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● L.1.2.C. Use commas in dates and to separate single words in a series. | <ul style="list-style-type: none"> ● Apply rules for using commas in writing to dates and to single word series |
| Focus Standards: Foundational Skills | Critical Knowledge and Skills |
| <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds. ● RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D) <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> | <ul style="list-style-type: none"> ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable |
| Ancillary Standards | |
| RL.1.1; W.1.1, W.1.2, W.1.3; SL.1.1.A-C; L.1.1 A-J, L.1.2 A-E, L.1.4 A-C, L.1.5 A-D, L.1.6; RF 1.2 A-D, RF 1.3 A, B, RF 1.4 A-C | |
| Formative Assessments | Summative Assessments |
| <ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature (Binders) ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ RTL graphic organizer ● R- RTL for Listening to reading in Daily 5 | <ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author's Share ● L-Writing On Demand pieces ● F- Unit assessments ● F- Trick word assessments ● F- Sight word biweekly assessment |

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| <ul style="list-style-type: none"> ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● W-Word on Writing (daily 5) ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading | |
| Suggested Primary Resources | Suggested Supplemental Resources |
| <ul style="list-style-type: none"> ● R- Guided Reading books ● R- Scholastic News ● W- Lucy Calkins/ Medford adaptation ● W- Mastering the Mechanics ● W-6+1 Traits Toolkit ● L- Writing workshop ● F- Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards, Fluency passages | <ul style="list-style-type: none"> ● R/ W- Mentor texts- <u>Fairy tales to compare and contrast</u>; - <u>Cam Jansen</u>- mystery read alouds; Non-fiction books from the classroom library; <u>Enemy Pie</u>, Mo Willem books; Robert Munsch books; <u>Molly Lou Melon-</u> (3rd person narrative books); <u>Junie B. Jones</u>; <u>Henry and Mudge</u>; <u>Weekend at Wendell's</u>, <u>Peter's Chair</u>, Dr. Seuss books; <u>Knufflebunny</u>; Fairy tale books to compare/contrast ● R- poetry read alouds ● R- Fluency/ Poetry folder ● R- Smart Board file ● R- anchor chart- Nonfiction text features; ● W- teacher model ● W- Graphic organizers- Venn diagram to compare fairy tales; non-fiction report graphic organizers; character creation organizer ● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre; ● W- Youtube videos ● W- Daily 5 writing resources and prompts ● L/F Youtube videos ● L/F- Smart board files to teach skills |

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| | <ul style="list-style-type: none"> ● L/F- Daily 5 word word activities, resources, games ● R/W/L/F- Daily 5 anchor charts ● SL- practice poems for fluency |
| Cross-Curricular Connections | |
| <ul style="list-style-type: none"> ● Mystery Science ● Read alouds in science and social studies-Earth Day books, Dr. Seuss books, Maps and Globes books ● STEAM writing ● Math journal writing ● Theme/ art-Dr. Seuss Day, St. Patrick’s Day (traps); Mother’s Day ; Non-fiction reports; create a map, Earth Day project ● Teach and assess language and foundational skills during writing workshop | |
| Enduring Understanding | Essential Questions |
| READING <ul style="list-style-type: none"> ● RI/RL.1.1 Good readers ask and answer questions to help understand the text. ● RL/RI.1.3 Good readers describe characters, settings, and major events in a story. ● RL.1.5. Good readers describe how a story builds from beginning to end. ● RI.1.8 Good readers identify the key points an author is making in a text ● RL.1.9. Good readers compare and contrast the adventures and experiences of characters in stories. ● RL.1.10. Good readers read and comprehend stories and poetry at grade level complexity or above. ● RI.1.10. With prompting and support, read informational texts at grade level complexity or above. WRITING: | READING <ul style="list-style-type: none"> ● RI/RL.2.1 What kinds of questions do good readers ask about a text? ● RL/RI.1.3 How do good readers describe characters, setting and major events? ● RL.1.5.What evidence do good readers provide to describe a story from beginning to end? ● RI.1.8 What evidence do good readers use the text to support authors reasonings ● RL.1.9 How do good readers compare and contrast? ● RL.1.10 What skills do good readers demonstrate to promote grade level or above reading and comprehension for literature? ● RI.1.10. What skills do good readers demonstrate to promote grade level or above reading and comprehension for informational text? WRITING: |

- W1.1 Good writers introduce a topic, state an opinion, supply reason(s), use linking words and provide a conclusion in opinion pieces.
- W1.3 Good writers recount well-elaborated events & experiences in sequence that include details, thoughts, feelings and closure in narrative pieces.
- W1.5 Good writers strengthen their writing through self-reflection, editing and revising with support from adults and peers.
- W1.6 Good writers use digital tools to write and collaborate
- W1.8 Good writers recall information from experiences or gather information from sources to answer a question

- W1.1 What type of strategies do good writers use when stating an opinion?
- W1.3 How do good writers describe a narrative story?
- W1.5 What techniques do good writers use to strengthen their writing?
- W1.6 How do good writers use digital tools?
- W1.8 How do good writers use a variety of information to answer a question?

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Jen McClellan/Blake Marchese, Lisa McGilloway, Beth Canzanese, Shelly Chester, Kim Brach
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Narrative Grade Level: 1

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| <p>Content Statements</p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing narrative. Mechanics will be addressed as identified by ongoing student writing assessments.</p> | <p>NJSLS:</p> <p>W.1.3,5-6 L.1.1-6 SL.1.1-6</p> |
| <p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I write stories about myself and others?</p> <p>What do I need to know in order to write stories?</p> | <p>Overarching Enduring Understandings</p> <p>I can use my knowledge of writing and how writers work to write in different ways.</p> <p>I can use my knowledge of writing and how writers work to write for different audiences.</p> <p>I can use my knowledge of writing and how writers work to write for different reasons.</p> <p>Writing and reading are connected. Reading good writing can help me make decisions about revising my writing.</p> <p>In order to write stories, I will to include a sequence of events, using words that signal order. I will also provide some details and an ending.</p> |

| Unit Essential Questions | Unit Enduring Understandings |
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| <p>How can I begin to work by myself in Writing Workshop in ways like:</p> <ul style="list-style-type: none"> ● ● Collect ideas ? ● Know steps of writing process? ● Use tools such as vowel charts, writer’s checklists, and word walls independently? ● Write for a longer period of time? ● Think about my own writing? ● Conference with my peers and teachers? ● Use other books to give me writing ideas? ● Revise a writing piece with a partner or on my own? ● Use a folder to store writing in process and finished work? ● Sketch pictures to help my writing? <p>How can I learn the rules of writing like:</p> <ul style="list-style-type: none"> ● Use correct spelling and neat handwriting or technology? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for people’s names? ● Use a period appropriately? ● Use a question mark appropriately? ● Use an exclamation point appropriately? ● Use talking marks (quotation marks) appropriately? ● Use appropriate spacing between words and sentences? ● Write in complete sentences? ● Spell all district approved high frequency words correctly? ● Know my basic first grade spelling patterns? <p>What can I do to write like the writers I read?</p> | <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen my writing.</p> <p>I can reflect on my own pieces and see ways to strengthen them..</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> |

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| <ul style="list-style-type: none"> ● How can I use graphic organizers that help put the events in a story in order? ● How can I begin to use ‘show don’t tell’ in my writing? ● How can I write at least 6 sentences to create a small moment story? ● How can I make a small moment story better by adding reactions, thoughts, observations, or feelings? ● How can I write endings? ● How can I revise my small moment story to make the story better using details and dialogue? ● How can I write beginnings that hook the reader? ● How can I revise by taking things away? ● How can I use something an Author does to stretch a small moment such as use ellipses, create drama, or use comeback lines? ● ● What words can I use to make my writing better? | |
| <p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictitious scenario.</p> | <p>Unit Overview</p> <p>In this unit students will continue to develop independence with the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. Students will begin to make their Small Moments story longer and more descriptive. At the completion of the unit, they will be able to develop a Small Moments story into a Many Moments story about themselves or others.</p> |

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of mentor texts with narrative elements

Whole group, small group, and individual analysis of mentor narrative texts

Writer's Notebook – collecting seeds and writing territories

eBooks and Google books for narrative texts

use of word processing programs

Robert Munsch Author Study

Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.

Artifact Box to hold memories to spark story ideas

Dinosaur Organizer for Small Moment story

Author's Craft Tool Belt

Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment

Use a graphic organizer to plan the sequence of a story. Write a story that includes a sequence, words that signal order. And some detail and an ending.

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Jen McClellan, Blake Marchese, Lisa McGilloway, Beth Canzanese, Kim Brach, Shelly Chester

Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing - Opinion Grade Level: 1

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| <p>Content Statements</p> <p>In this unit opinion writing skills will be introduced. The craft of persuasive writing will be explored through a variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing short pieces that give opinions. Mechanics will be addressed as identified by ongoing student writing assessments.</p> | <p>NJSLS Standards:</p> <p>W.1.1,5-6,8 L.1.1-6 SL.1.1-6</p> |
| <p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I share my opinion about things with others in my writing?</p> | <p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics. I</p> <p>I can share opinions by writing persuasively.</p> |
| <p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop to:</p> <ul style="list-style-type: none"> ● Use my writer’s notebook? ● Collect ideas? ● Know the steps of the writing process? ● Use tools such as vowel charts, writer’s checklists, and word walls? ● Write for a long period of time? ● Think about my own writing? | <p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand</p> |

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| <ul style="list-style-type: none"> ● Conference with my peers and teachers? ● Revise a writing piece with a partner or own my own? ● Use a folder to store writing in process and finished work? ● Sketch pictures to help my writing? <p>How can I learn the rules of writing like:</p> <ul style="list-style-type: none"> ● Use correct spelling and neat handwriting or technology? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for people’s names? ● Use a period appropriately? ● Use a question mark appropriately? ● Use an exclamation point appropriately? ● Use talking marks (quotation marks) appropriately? ● Use appropriate spacing between words and sentences? ● Write in complete sentences? ● Spell all district approved high frequency words correctly? ● Use knowledge of spelling patterns to help me spell words in my writing? <p>What skills can be used to help me write my opinion?</p> <ul style="list-style-type: none"> ● What are some ways that I can write my opinion? ● How do authors write their opinions? ● How do authors use word choice and description to write their opinions? ● How do authors write an opening for an opinion? ● How do authors give details about their opinions? | <p>that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen my pieces.</p> <p>I can reflect on my own pieces and see ways to strengthen them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> |
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| <ul style="list-style-type: none"> ● How do authors write a closing for an opinion | |
| <p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Students need to understand how and why writers craft persuasive pieces through a wide variety of reading experiences. This analysis and understanding can they be used to provide a model for writing persuasively in many formats. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.</p> | <p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of persuasive texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.</p> |
| <p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of touchstone texts with opinions and persuasive elements Whole group, small group, and individual analysis of touchstone persuasive texts Writer’s Notebook – collecting seeds ,writing territories, and opinion pieces eBooks and Google books for persuasive texts use of word processing programs Choose a book you read and write about whether or not someone else in first grade should read it. Include the name of the book, why you think it should or should not be read and provide a closing Cross curricular projects Letter Writing – start a letter by stating your opinion about a book that you read or was read to you; and use a writing checklist Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers. Small group brainstorming of opinions about an assigned topic, reporting to the rest of the class Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment</p> | |

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Jen McClellan, Blake Marchese, Lisa McGilloway, Beth Canzanese, Shelly Chester, Kim Brach
Reapproved June 2017
Course Title: English Language Arts Unit Name: Comprehension Grade Level: 1

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| <p>Content Statements</p> <p>Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.</p> | <p>NJSLS</p> <p>R.L.1.1-7,9-10 RI.1.1-10 L.1.1-6 SL.1.1-6</p> |
| <p>Overarching Essential Questions</p> <p>What are the different parts of Reading Workshop? What do I do in each of these parts?</p> <p>How can I read words in my reading at school and at home?</p> <p>What can I tell others about what I am reading?</p> | <p>Overarching Enduring Understandings</p> <p>The routines of Reading Workshop allow me to read and understand a variety of texts written for different purposes.</p> <p>Reading involves decoding words in order to understand what is read.</p> <p>Comprehension involves both the reader and the text.</p> <p>Successful readers understand that reading is thinking.</p> <p>I can use many strategies to read and soon they will become automatic.</p> |

| Unit Essential Questions | Unit Enduring Understandings |
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| <p>How can I work independently in Reading Workshop::</p> <ul style="list-style-type: none"> ● Work with the teacher and classmates during guided reading? ● Bring my guided reading book home to practice for homework? ● Use tools in the classroom to support guided reading (alphabet chart, chunk chart, word wall)? ● Use the classroom work board to rotate through daily independent literacy experiences ? ● Know how to work quietly by myself in independent literacy experiences ? ● Know what to do when I am done at independent literacy centers and how to clean up afterwards? ● Begin to understand how to choose a just right book? ● Listen to what others say about their reading? ● Use text features in Reading Workshop and across the curriculum? ● Begin to understand that reading is not just saying words? <p>How can I monitor for meaning while reading in ways such as:</p> <ul style="list-style-type: none"> ● Recognize when my reading is not making sense? ● Begin to understand ways that I can “fix up” my reading when it does not make sense? ● Use pictures to help me understand what I am reading? | <p>I can think about what I am reading to be sure that my reading is making sense when reading on my own or with others.</p> <p>I can ask questions before, during, and after reading to help me understand what I am reading on my own or with others.</p> <p>I can create sensory images, ‘a movie in my mind,’ while reading in order to understand what I am reading when I am reading on my own or with others.</p> <p>I can begin to infer, or read between the lines, in order to read beyond the words on the page when I am reading on my own or with others.</p> <p>I can use my background knowledge to help understand and connect what I am reading to what I already know when I am reading on my own or with others.</p> <p>I can determine what is important to help me to understand the texts I am reading when I am reading on my own or with others.</p> <p>I can begin to synthesize by using two or more strategies at the same time in order to come to discover something new when I am reading on my own or with others.</p> |

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| <p>How can I use questions to help my reading in ways such as:</p> <ul style="list-style-type: none"> ● Listen to the questions that the teacher asks during reading to guide my questioning when reading on my own or with others. ● <p>How can I create sensory images while reading in ways such as:</p> <ul style="list-style-type: none"> ● Create sensory images during reading? ● Draw examples of sensory images? <p>How can I make inferences when I am reading in ways such as:</p> <ul style="list-style-type: none"> ● Begin to use story clues to make predictions about what I am going to read? ● Make simple predictions during reading? <p>How can I use my schema to help me understand what I am reading in ways such as:</p> <ul style="list-style-type: none"> ● Use schema to help me make meaningful text to text connections? ● Use schema to help me make meaningful text to self connections? ● Use my schema to help me make predictions? ● Know what kind of a book I am reading (fiction or nonfiction) and use that to help me understand what I am reading? <p>How can I determine what is important about what I am reading and use it to help my understanding in ways such as:</p> <ul style="list-style-type: none"> ● Determine what is important to help write a summary? ● Retell the events of a story in order? (what) | |
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| <ul style="list-style-type: none"> ● Tell the characters of a story (who) ● Tell the setting of a story? (when, where) ● Tell the problem of a story (what)? ● Tell how the problem in a story was solved (how)? ● Tell why characters and events occurred stating evidence from the story. ● Use basic text features to determine what is important for nonfiction. ● Tell the reasons the author gives to support the points in a text. ● Use graphs, charts, or graphic organizers as a tool to help me understand what I am reading <p>How can I begin to synthesize while reading in ways such as:</p> <ul style="list-style-type: none"> ● Use more than one strategy when I am reading a text? ● Begin to understand how synthesizing can help me understand themes? <p>What are the strategies that I can use when reading text that is difficult for me to comprehend?</p> | |
| <p>Unit Rationale</p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in and out of the classroom. The ability to understand what is read is vital to a learner in the 21st century.</p> | <p>Unit Overview</p> <p>In this unit students will be introduced to the comprehension strategies from kindergarten with more depth by adding the strategy of Asking Questions. They will begin to recognize how the use of these strategies depends on the reading task and type of text. In addition they will begin to see, with scaffolded support, how the use of each strategy helps them to comprehend texts they are reading. Finally, they will begin to understand that these strategies can be used across the curriculum. Working with text and analyzing texts will be introduced through focus lessons, guided reading, and teacher modeling.</p> |

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| <p>Suggested Activities for Inclusion in Lesson Planning (Use grade level texts except when differentiating activities or providing remediation) Response to Literature and daily Independent Reading Reading Response Logs, Journals Whole group, during read alouds: identify passages in text that show feelings or sense imagery and identify the narrator; compare and contrast the experiences, feelings or thoughts of two different characters Make connections Guided Reading Groups Author Studies Book Talks Focus Lessons Identify author’s reason for a specific statement or text Identify similarities and differences between 2 texts on the same topic Teacher created assessments of texts read Anchor Charts – mentor authors, reading strategy use, etc. Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.</p> | |

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Jen McClellan, Blake Marchese, Lisa McGilloway, Beth Canzanese, Shelly Chester, Kim Brach
Reapproved June 2017

Course Title: English Language Arts Unit Name: Foundational Skills Grade Level: 1

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| <p>Content Statements</p> <p>The ultimate goal of reading is comprehension. In order to understand what is being read, proficient readers must have a guiding knowledge of the sounds that letters make individually and in combinations. Knowledge of letter sounds and spelling patterns allows students to read fluently in a variety of texts. The explicit instruction of vocabulary words during literacy instruction and in the content areas assists students in reading and comprehending texts across the curriculum. Fluent reading and vocabulary acquisition support students in reading more texts and enhances student writing.</p> | <p>NJSLS :</p> <p>RF.1.1-4 L.1.1-6 SL.1.1-6</p> |
| <p>Overarching Essential Questions</p> <p>How can I use my knowledge about letters and the sounds they make to read words?</p> <p>How can I read words to show that I understand them?</p> <p>How can I learn new words?</p> | <p>Overarching Enduring Understandings</p> <p>I have a menu of strategies to use when I decode.</p> <p>I can use what I know about letter sounds to decode and understand what I read.</p> <p>I can learn new words from books, my teachers and from what people say.</p> |
| <p>Unit Essential Questions</p> <p>How can I use classroom routines to help learn phonics in ways such as:</p> <ul style="list-style-type: none"> ● Use supplies independently? ● Use name charts, word walls, and pocket charts? ● Put cut up sentences together? ● Sort and match picture and letter cards? ● Play Phonics games? ● Clap syllables? | <p>Unit Enduring Understandings</p> <p>I can use what I know about letters and the sounds letters make to read new words (word solving actions).</p> <p>I can read words on their own and in groups called sentences. I can use my voice to show expression when reading sentences.</p> |

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| <ul style="list-style-type: none"> ● Build words and say words slowly? ● Locate words with masking cards? ● Create and maintain a words to learn list? ● Buddy check and buddy test? <p>How can I show that I understand and apply the basic ideas of letters by:</p> <ul style="list-style-type: none"> ● Understanding the job of words in a story? ● Understand the concept of a letter, word, and sentence? ● Use left to right when I am reading? ● Understand that one word matches one group of letters? ● Recognize and use my own name to learn about other words and make connections? ● Understand the concept of a sentence? ● Understand how the ideas of first and last can help me when I am reading? <p>How can I show that I understand the connections between sounds, letters, and words in ways such as:</p> <ul style="list-style-type: none"> ● Hear, connect, and generate rhyming words? ● Hear, say, and blend syllables? ● Hear, segment, and blend onsets and rimes? ● Hear and say individual phonemes in words? ● Hear, segment or blend words into up to four phonemes? ● Hear and say beginning and ending phonemes and recognize those that are similar? ● Add or manipulate beginning and ending phonemes in words? ● Hear and say middle phonemes in words? ● Add, delete, or manipulate phonemes in the beginning, middle, or end of a word? | <p>I can learn new words through my own reading in and out of school and with my teacher’s help.</p> |
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| <p>How can I show my knowledge of letters in ways such as:</p> <ul style="list-style-type: none">● Distinguish letter forms?● Produce letter names?● Categorize letters by feature?● Understand alphabetical order?● Recognize upper and lower case letters?● Recognize consonants and vowels?● Understand the special uses of letters (initials)?● Understand that words are made up of letters?● Make connections between words by recognizing letters and letter placement?● Recognize the sequence of letters in words and use letter placement to help make connections between words?● Recognize letters in words and in continuous text?● Use efficient and consistent motions to form letters? <p>How can I demonstrate my knowledge of letter sound relationships in ways such as:</p> <ul style="list-style-type: none">● Recognize that letters represent consonant sounds?● Recognize and use beginning, middle, and ending consonant sounds and the letters that represent them?● Recognize similar beginning and ending consonant sounds?● Recognize and use consonant digraphs and clusters?● Understand that letters represent consonant and vowel sounds?● Hear and identify short and long vowel sounds and the letters that represent them when reading regularly spelled one syllable words? | |
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| <ul style="list-style-type: none"> ● Recognize that every syllable must have a vowel sound to determine the number of syllables in a printed word? ● Contrast long and short vowel sounds? ● Recognize and use y as a vowel sound? ● Recognize and use vowel digraphs and diphthongs? ● Recognize how open and closed syllables affect vowel sounds? ● Recognize and use r-controlled vowels? ● Recognize that words have letter patterns connected to sounds such as the C-V-C pattern? ● Recognize and use simple and more difficult phonograms with the VC pattern? ● Recognize and use phonograms with the VCe (vowel-consonant- silent e) pattern, VCC (double letter) pattern, VVC (double vowel) pattern, VCC (ending consonant clusters) pattern, and VVC (vowel combinations) pattern? <p>How can I use my knowledge of words to help me read in ways such as:</p> <ul style="list-style-type: none"> ● Recognize and use high frequency words with up to five letters? ● Locate and read high frequency words with one or two letters in continuous text? ● Recognize and learn concept words (names of colors, days of week, etc.)? ● Recognize and use words that are related? ● Recognize and use synonyms and antonyms? ● Recognize and use homophones and homographs? ● Understand the concept of a syllable and how it contains a vowel sound? | |
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| <ul style="list-style-type: none">● Recognize and use three or more syllables in words?● Recognize and understand simple and more complex compound words?● Recognize and use contractions using am, is, will, not, and are?● Understand the concept of a plural and use plurals that add –s and -es?● Recognize and use endings that add –s to make a word agree with the subject?● Recognize and use endings that add –ing to words with double letters, y’s, and silent e’s?● Recognize and use endings that add –ed to verbs ending in silent e or with alternate endings?● Recognize and use verbs that need an –es ending?● Recognize and use apostrophes to create possessives● Recognize and use common abbreviations?● Make connections between names and other words and use these connections to read and write other words?● Use known words to monitor reading and spelling?● Recognize and spell known words quickly?● Use letter/sound knowledge to monitor reading and spelling?● Use parts of known words and what is known about a word to solve unknown words?● Change beginning, middle, or ending letters to make new words?● Say words slowly to hear sounds and use sounds to write letters in new words?● Recognize and use word parts (onsets and rimes) to read a word? | |
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| <ul style="list-style-type: none"> ● Use letter sound analysis from left to right to read a word? ● Study features of words to remember the spelling? ● Change onsets and rimes to form new words? ● Add or remove letters or letter clusters from the beginning or end of words to form new words? ● Take apart and rejoin compound words to form new words? ● Remove or replace the ending on a base word to form a new word? ● Connect words that mean the same or almost the same? ● Connect words that begin or end the same, have the same pattern, or rhyme? ● Connect words that sound the same but have different spellings? | |
| <p>Unit Rationale</p> <p>Comprehension is the heart of reading instruction but it cannot occur if students cannot read the words in texts they choose or in the reading material they are assigned. Students must be taught phonics explicitly in order to master the sounds that letters and letter combinations create. In addition, students must have a repertoire of strategies to use to decode unknown words. The ability to read words successfully and at an appropriate rate allows readers to focus their attention on meaning. The acquisition of vocabulary allows students to read fluently and to use these words in their writing.</p> | <p>Unit Overview</p> <p>In this unit students will continue to learn the connections between sounds and letters. They will learn that letters can be combined in various ways to produce words. Students will manipulate beginning, middle, and ending sounds in letters to produce new words. Specialized endings will be introduced. Connections will be made between sounds, patterns, and meaning so that students can recognize and read new words. Students will also use high frequency words in their reading and writing. Finally, students will learn that there are strategies they can use when they encounter new words in their reading.</p> |
| <p>Suggested Activities for Inclusion in Lesson Planning</p> | |

Worksheets in content areas
 Monitoring for Meaning comprehension instruction
 Word Wizard – students get extra points for hearing, seeing, or using targeted words outside of the classroom
 Picture Dictionaries
 Fluency Activities – repeated readings, choral readings, Reader’s Theater, partner reading
 Smartboard activities
 Word games
 Read alouds to introduce vocabulary or have students notice new or known sounds, letters, patterns
 Word sorts
 Word Study activities
 Running Records
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Jen McClellan, Blake Marchese, Lisa McGilloway, Beth Canzanese, Kim Brach, Shelly Chester
Reapproved June 2017

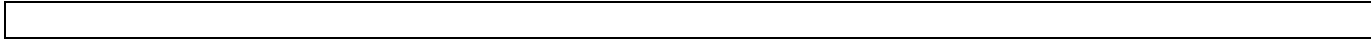
Course Title: English Language Arts Unit Name: Writing – Expository Grade Level: 1

| Content Statements | NJSLS Standards; |
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| <p>In this unit expository writing skills will be developed. The craft of expository writing will be explored through a variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p> | <p>W.1.2,5-8 L.1.1-6 SL.1.1-6</p> |

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| <p>Overarching Essential Questions</p> <p>How do I learn to be a writer? What do I need to be a writer?</p> <p>How can authors show me the rules of writing? How can I use these rules in my own writing?</p> <p>How can I write about what I am learning?</p> <p>How can I write about facts?</p> | <p>Overarching Enduring Understandings</p> <p>I can use my knowledge of writing and how writers work to write in different ways.</p> <p>I can use my knowledge of writing and how writers work to write for different audiences.</p> <p>I can use my knowledge of writing and how writers work to write for different reasons.</p> <p>Writing and reading are connected. Reading good writing can help me make decisions about revising my writing.</p> <p>I can write about what I am learning by telling how to do something or telling about a subject I have researched.</p> <p>I can write about facts by doing research and then writing about what I have discovered by naming my topic and telling why I chose it, supplying some facts and providing a closing.</p> |
| <p>Unit Essential Questions</p> <p>How can I begin to work by myself in Writing Workshop to:</p> <ul style="list-style-type: none"> ● Collect ideas ? ● Know the steps of the writing process? ● Use tools such as vowel charts, writer’s checklists, and word walls? ● Write for a long period of time? ● Think about my own writing? ● Conference with my peers and teachers? | <p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand</p> |

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| <ul style="list-style-type: none"> ● Revise a writing piece with a partner or own my own? ● Use a folder to store writing in process and finished work? ● Sketch pictures to help my writing? <p>How can I learn the rules of writing like:</p> <ul style="list-style-type: none"> ● Use correct spelling and neat handwriting or technology? ● Use a capital at the beginning of a sentence? ● Use a capital for the word “I”? ● Use a capital for people’s names? ● Use a period appropriately? ● Use a question mark appropriately? ● Use an exclamation point appropriately? ● Use talking marks (quotation marks) appropriately? ● Use appropriate spacing between words and sentences? ● Write in complete sentences? ● Spell all district approved high frequency words correctly? ● Use knowledge of spelling patterns to help me spell words in my writing? <p>What skills can I use to write about what I am learning?</p> <ul style="list-style-type: none"> ● How can I write an opening to an informational piece ● How can I write facts in my own words? ● How can I write a closing for an informational piece ● How can I write answers to questions in all the subject areas I study? ● How can I write an “about the author” blurb? | <p>that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to strengthen my pieces.</p> <p>I can reflect on my own pieces and see ways to strengthen them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> |
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| <ul style="list-style-type: none"> • How can I understand a How-To book so I can write one of my own? • How can I understand an All-About book so I can write one of my own? • What kinds of vocabulary words can I use when I write about my learning? | |
| <p>Unit Rationale</p> <p>Most of what we read on a daily basis is written in expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author’s craft aid in the creation of a student’s own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.</p> | <p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants in order to become more independent. They will read and analyze expository and informational texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.</p> |
| <p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with expository elements</p> <p>Whole group, small group, and individual analysis of mentor expository texts</p> <p>Writer’s Notebook – collecting seeds ,writing territories, and questions to research</p> <p>eBooks and Google books for expository texts</p> <p>use of word processing programs</p> <p>Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.</p> <p>Research a chosen topic by looking in at least one book; write down ten facts; written about the topic including: the topic, telling why you choose that topic, describing the facts found and providing a closing.</p> <p>Cross curricular projects:</p> <p>Soc. Studies – write facts on Social Studies topics, identify importance of those facts</p> <p>Science – lab reports</p> <p>Biography – interview member of school community to write a biography</p> <p>Power Point Presentation – nonfiction text</p> <p>Penpals – become a penpal with a student from another class</p> <p>Thank-You Letter – write a thank-you letter to a classroom volunteer</p> <p>Address an envelope</p> <p>Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment</p> | |



Appendix

| Differentiation | |
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| Enrichment | <ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals |

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| Intervention | <ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers |
| ELLs | <ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers |
| 21st Century Skills | |
| <ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration | |

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software