

English Language Arts- Grade 1

Standards for English Language Arts Literacy are based on the Common Core State Standards, adopted by the New Jersey Board of Education in 2010 and implemented in 2012. The curriculum was again revised in 2016 and adapted to the New Jersey Student Learning Standards and officially adopted by the Egg Harbor Township School Board for the 2017-2018 school year.

The curriculum is a living and breathing document that is updated each trimester to reflect technology, authentic resources and the needs of the student population.

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing text sets and trade books in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Science and Social Studies texts and topics provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of mini-lessons, targeted small group instruction, and guided reading/writing groups in order to meet the needs of all learners.

Standards based curriculum will be delivered through reading and writing units of study to promote independence and research based best practices that integrate literacy across the contents and promote autonomy, equity and mastery.

[Units of Study Overview](#)

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they do learn it?

Board Approval- August 2020

Trimester 1	Timeframe: Trimester 1 (60 Days)
Desired Results	
Content Standards	
<p><u>Progress Indicators for Reading Foundational Skills</u></p>	
<p>Print Concepts</p>	
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p>	
<p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
<p>Phonological Awareness</p>	
<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>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	
<p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	
<p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	
<p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
<p>Phonics and Word Recognition</p>	
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	
<p>B. Decode regularly spelled one-syllable words.</p>	
<p>Fluency</p>	
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>A. Read grade-level text with purpose and understanding.</p>	
<p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	
<p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p><u>Progress Indicators for Reading Literature</u></p>	
<p>Key Ideas and Details</p>	
<p>RL.1.1. Ask and answer questions about key details in a text.</p>	
<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	
<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	
<p>Craft and Structure</p>	
<p>RL.1.6. Identify who is telling the story at various points in a text.</p>	
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	
<p><u>Progress Indicators for Reading Informational Text</u></p>	
<p>Key Ideas and Details</p>	
<p>RI.1.1. Ask and answer questions about key details in a text.</p>	

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Writing

Text Types and Purposes

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.

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.

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.

Production and Distribution of Writing

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.

Progress Indicators for Language

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

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).

F. Use frequently occurring adjectives.

G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

H. Use determiners (e.g., articles, demonstratives).

I. Use frequently occurring prepositions (e.g., during, beyond, toward).

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

C. Use commas in dates and to separate single words in a series.

D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

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.

- A. **Use sentence-level context as a clue to the meaning of a word or phrase.**
- 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.**
- C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. **Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**
- 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).
- C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 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.**

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).

Speaking and Listening (all year)

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- 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).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

Presentation of Knowledge and Ideas

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Science and Social Studies.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Understandings	Essential Questions
<p><u>READING</u></p> <ul style="list-style-type: none"> Students should engage with books and practice independent reading and use the workshop model to support and practice their learning. Students should understand the concept of a story. Students should learn to ask and answer questions through interactive read-aloud <p><u>WRITING</u></p> <ul style="list-style-type: none"> Students should understand the importance of connecting reading to writing. Students should practice writing and/or drawing about reading. 	<p><u>OVERARCHING:</u> Why do people read? How does reading help me learn? How are reading and writing connected?</p> <p><u>TOPICAL:</u> What am I learning from reading __ (text) __? How does reading __ (text) __ help me __ (insert reading or writing skill) __?</p>
Knowledge Students will know...	Skills Students will be able to...
<p><u>READING</u></p> <ul style="list-style-type: none"> Ask questions to deepen understanding of a text Provide specific examples and evidence from personal experience and text Notice when a fiction writer is communicating a moral or lesson <p><u>WRITING</u></p> <ul style="list-style-type: none"> Draw and write about the plot of a story. 	<p><u>READING</u></p> <p><u>Foundational Skills</u> Encode and Decode words with:</p> <ul style="list-style-type: none"> <u>ch, tch, and sh</u> <u>wh/hw/, th/th/</u> <u>ng/ng/, le/el/</u> <u>er/èr/, ed/ed/, ed/d/, ed/t/</u> <p>Memory Words:</p> <ul style="list-style-type: none"> I, my, she, her, he, his where, what, why, when, which, who do, have, show, how, me, a look, your, the, was, are, for <p><u>Literary</u></p> <ul style="list-style-type: none"> Plot <ul style="list-style-type: none"> problem and solution Sequence of events Cause and effect Setting Picture-text relationships

<ul style="list-style-type: none"> • Develop an story with a plot. • Write about how the illustrations communicate the writer’s message • Write about a character’s problem and solutions • State an opinion and support it. 	<p><u>Informational</u></p> <ul style="list-style-type: none"> • Compare and contrast Text structure • Text features: labels, headings, diagrams • Text structure <p><u>WRITING</u></p> <ul style="list-style-type: none"> • Write About Reading: Students should begin a reader’s notebook where they apply whole group instruction to their independent reading. Students can draw and/or write. • Opinion Writing: Sentences stating opinions and supporting reasons, and a paragraph with an opinion and reasons telling which season is best • Informative Writing: Questions about topics and answers based on information from an interview, a story, or shared research
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Assessment

Performance Task	Evidence
<p><u>Narrative Writing W.3.3</u> *Narrative Writing: Story and a book about something they did, each including three connected events</p>	<ul style="list-style-type: none"> • Reader’s Notebook • Writer’s Notebook • Writing Rubric • F&P Benchmark • Common Assessments • Trimester Benchmark Assessments • Running Records • Guided Reading • Conferencing evidence

LEARNING ACTIVITIES/RESOURCES

<p>Guided Reading Collection Interactive Read Alouds Shared Reading and Words that Sing Peardeck *Open Resource Links:</p> <ul style="list-style-type: none"> • The Teaching Channel • Commonlit.org • 4Teachers.org • Readwritethink.org • Literacy Design Collaborative • OER Commons • Engage NY • Hudson County Curriculum Consortium

Trimester 2	Timeframe: Trimester 2 (60 Days)
Desired Results	
Content Standards	
<u>Progress Indicators for Reading Foundational Skills</u>	
Print Concepts	
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological Awareness	
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.	
A. Distinguish long from short vowel sounds in spoken single-syllable words.	
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Phonics and Word Recognition	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	
B. Decode regularly spelled one-syllable words.	
C. Know final -e and common vowel team conventions for representing long vowel sounds.	
D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
Fluency	
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	
A. Read grade-level text with purpose and understanding.	
B. Read grade-level text orally with accuracy, appropriate rate, and expression.	
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<u>Progress Indicators for Reading Literature</u>	
Key Ideas and Details	
RL.1.1. Ask and answer questions about key details in a text.	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	
Craft and Structure	
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.	
Integration of Knowledge and Ideas	
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	
Range of Reading and Level of Text Complexity	
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Writing

Text Types and Purposes

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.

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.

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.

Production and Distribution of Writing

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.

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.

Research to Build and Present Knowledge

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).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicators for Language

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - 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).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - H. Use determiners (e.g., articles, demonstratives).
 - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- 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.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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.
 - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).**
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).**
 - 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.
- 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).

Speaking and Listening (all year)

Comprehension and Collaboration

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

Presentation of Knowledge and Ideas

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Science and Social Studies.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to

solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions

Understandings

Essential Questions

READING

Students will understand they need strategies and knowledge of spelling patterns to decode unknown words.

WRITING

Students will understand that as writers they need to provide reasons to support their thinking.

OVERARCHING:

How are reading and writing connected?

What strategies help me be a better reader or writer?

TOPICAL:

What am I learning from reading __ (title) __?

<p style="text-align: center;">Knowledge</p> <p>Students will know...</p>	<p style="text-align: center;">Skills</p> <p>Students will be able to...</p>
<p><u>READING</u></p> <ul style="list-style-type: none"> ● Long and short vowel patterns ● Examine characters, plot and setting ● How to use illustrations to aid in comprehension ● Differences between fiction and informational text ● How to notice features and details in informational text <p><u>WRITING</u></p> <ul style="list-style-type: none"> ● How to support an opinion and then share with peers ● How to inform people through writing 	<p><u>READING</u></p> <p><u>Foundational Skills</u></p> <p>Encode and Decode words with:</p> <ul style="list-style-type: none"> ● CV and CVCe patterns ● Encode long- and short-vowel patterns ● CVCe words with -s, -ing, -ed Review adding -s, -ing, -ed to CVCC and CVC words Form plurals with -s and -es ● CVVC words with ai, oa, ea, ee, ue, ie Add -ing and -ed to CVVC words ● y/ī/, y/ē/, ay/ā/ Add -y to form adjectives Add -er and -est to words ending in y <p>Memory Words:</p> <ul style="list-style-type: none"> ● there, from, be, to, we, or ● said, only, you, out, of, here ● oh, any, day, good, very, want ● would, could, some, one, new, were ● boy, girl, two, four, about, over, before ● down, too, work, many, first <p><u>Literary</u></p> <ul style="list-style-type: none"> ● Character traits ● Cause and effect ● Draw conclusions ● Picture-text relationships ● Literary vs. Informational ● Text Structure: Beginning, middle, end <p><u>Informational</u></p> <ul style="list-style-type: none"> ● Main idea and details ● Author’s purpose: informational vs. how-to ● Text features (maps, labels, bold text) ● Steps in a process ● Sequence of Events <p><u>WRITING</u></p> <ul style="list-style-type: none"> ● Write About Reading: Students should develop their reader’s notebooks where they apply whole group instruction to their independent reading. Students can draw and/or write. ● Opinion Writing: Opinion paragraph with supporting reasons for playing inside or playing outside, plus an opinion or reason presented in a class debate ● Informative Writing: Fact card and informational paragraph about topics they know a lot about

Assessment

Performance Task	Evidence
Opinion Writing: Book review that states an opinion and supporting reasons for liking a book or story.	<ul style="list-style-type: none">● Reader's Notebook● Writer's Notebook● Writing Rubric● F&P Benchmark● Common Assessments● Trimester Benchmark Assessments● Running Records● Guided Reading● Conferencing evidence

LEARNING ACTIVITIES/RESOURCES

Guided Reading Collection

Interactive Read Alouds

Shared Reading and Words that Sing

Peardeck

*Open Resource Links:

- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Readwritethink.org](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

Trimester 3	Timeframe: Trimester 3 (60 Days)
Desired Results	
Content Standards	
<u>Progress Indicators for Reading Foundational Skills</u>	
Print Concepts	
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	
A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological Awareness	
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.	
A. Distinguish long from short vowel sounds in spoken single-syllable words.	
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Phonics and Word Recognition	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	
B. Decode regularly spelled one-syllable words.	
C. Know final -e and common vowel team conventions for representing long vowel sounds.	
D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	
Fluency	
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	
A. Read grade-level text with purpose and understanding.	
B. Read grade-level text orally with accuracy, appropriate rate, and expression.	
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<u>Progress Indicators for Reading Literature</u>	
Key Ideas and Details	
RL.1.1. Ask and answer questions about key details in a text.	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	
Craft and Structure	
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Integration of Knowledge and Ideas	
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	
Range of Reading and Level of Text Complexity	

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Writing

Text Types and Purposes

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.

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.

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.

Production and Distribution of Writing

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.

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.

Research to Build and Present Knowledge

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).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicators for Language

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

B. Use common, proper, and possessive nouns.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).**
- H. Use determiners (e.g., articles, demonstratives).**
- I. Use frequently occurring prepositions (e.g., during, beyond, toward).**
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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.
- C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 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.

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).

Speaking and Listening (all year)

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- 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).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.

Presentation of Knowledge and Ideas

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Understandings

Essential Questions

<p><u>READING</u></p> <ul style="list-style-type: none"> • Students will explore mystery genre and its unique traits. • Students become strong readers through collaboration and inquiry across multiple genres. <p><u>WRITING</u></p> <ul style="list-style-type: none"> • Genre writing in response to genre reading • Students will apply reading standards to writing. 	<p>OVERARCHING: How are reading and writing connected?</p> <p>What strategies help me be a better reader or writer?</p> <p>How can I apply reading and writing strategies across different genres?</p> <p>TOPICAL: What am I learning from reading ____(title)____?</p> <p>How does writing about ____(title)____ help demonstrate my knowledge?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<p><u>READING</u></p> <ul style="list-style-type: none"> • Notice and understand characteristics of specific fiction genres • Notice and discuss narrative structure • Analyze texts to determine aspects of a writer’s style • Use understanding of structure to monitor and correct reading • Notice a writer’s use of language • Use academic language to talk about literary/genre features <p><u>WRITING</u></p> <ul style="list-style-type: none"> • Make notes to clarify information 	<p><u>READING</u></p> <p><u>Foundational Skills</u> Encode and Decode words with:</p> <ul style="list-style-type: none"> • all and aw words • ar/är/, or/ôr/, and er, ir, ur, ar, or, ear/èr/ • oi/oi/, oy/oy/ • c/s/, g/j/ • ow and ou words • oo words • Trickers with Tag-along e <p>Memory Words:</p> <ul style="list-style-type: none"> • come, coming, they, our, put • cold, know, does, laugh, both, again • kind, buy, find, right, wash, light • warm, walk, give, once, done • live, eight, old, hold, write <p><u>Literary</u></p> <ul style="list-style-type: none"> • Character Motivations • Character’s feelings • Plot • Cause and Effect <p><u>Informational</u></p> <ul style="list-style-type: none"> • Main idea and reasons • Text features (arrows and diagrams) • Author’s purpose and reasoning • Picture-text relationships • Text structure <p><u>WRITING</u></p> <ul style="list-style-type: none"> • Write About Reading: Students should begin a

<ul style="list-style-type: none"> ● Represent a longer series of events from a text ● Notice and write about the characteristics of genre ● Describe relationships between characters, differentiate between main characters, and write about character change. ● When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions. 	<p>reader's notebook where they apply whole group instruction to their independent reading. Students can draw and/or write.</p> <ul style="list-style-type: none"> ● Narrative Writing: Fiction story produced as a picture book with a beginning, middle, and end ● Opinion Writing: Memory book with a memorable event story and a favorite thing story
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Assessment

Performance Task	Evidence
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<p><u>Research Writing</u></p> <p>Informational book about a topic they researched</p>	<ul style="list-style-type: none"> ● Reader's Notebook ● Writer's Notebook ● Writing Rubric ● F&P Benchmark ● Common Assessments ● Trimester Benchmark Assessments ● Running Records ● Guided Reading ● Conferencing evidence
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LEARNING ACTIVITIES/RESOURCES

<p>Guided Reading Collection Interactive Read Alouds Shared Reading and Words that Sing Peardeck *Open Resource Links:</p> <ul style="list-style-type: none"> ● The Teaching Channel ● Commonlit.org ● 4Teachers.org ● Readwritethink.org ● Literacy Design Collaborative ● OER Commons ● Engage NY ● Hudson County Curriculum Consortium

Assessments, Accommodations and Modifications

<p>Special Education</p>	<ul style="list-style-type: none"> ● Learning Ally
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	<ul style="list-style-type: none"> ● Additional guided reading time based on targeted intervention ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Phonics First small group instruction ● Use of graphic organizers to complete assignments
English Language Learners	<ul style="list-style-type: none"> ● Additional guided reading time based on targeted intervention ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Phonics First small group instruction ● Use of graphic organizers to complete assignments ● Use of listening centers ● Use of word walls ● Alternate assessments that demonstrate non-verbal understanding ● Use of visuals and manipulatives
504 Plans	<ul style="list-style-type: none"> ● Extended time ● Listening centers ● Phonics First ● Graphic organizers ● Written, visual or audible supports and/or alternatives
Students at Risk (I&RS - RtI)	<p>Tier 1</p> <ul style="list-style-type: none"> ● Guided reading ● Word work ● Differentiated literacy centers ● Small group instruction formed through formative assessment and progress monitoring data <p>Tier 2</p> <ul style="list-style-type: none"> ● Additional Guided Reading time based on targeted intervention ● MobyMax individualized learning path ● Skills small group instruction formed through formative assessment and progress monitoring data <p>Tier 3</p> <ul style="list-style-type: none"> ● Leveled Literacy Intervention (LLI) ● Phonics First ● MobyMax individualized learning path ● Title 1/Remedial pull-out focused on targeted intervention and strategy ● Maximum guided reading instruction
Gifted and Talented	<ul style="list-style-type: none"> ● Skills groups and practice via small group instruction and/or MobyMax individualized learning

	<p>path</p> <ul style="list-style-type: none">● Word Work● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans
Alternative Assessments	<ul style="list-style-type: none">● Formative<ul style="list-style-type: none">○ Running records○ Conferring○ Anecdotal notes○ Reader's Response Journals○ Visual/Manipulative demonstrations○ Oral response● Summative<ul style="list-style-type: none">○ Project-based○ Student choice○ Demonstrations○ Visual choice to show comprehension○ Written responses○ Oral responses● Performance Tasks (Use of Technology)<ul style="list-style-type: none">○ MobyMax individualized assigned assessments○ LinkIt! Standards based assessments○ Kahoot○ Socrative○ Plickers