# Pequannock Township School District Curriculum Syllabus

**Course Name and level / Grade level and Subject:  <u>ELA Grade 1</u>**

# Course Description:

Pequannock Township's Language Arts Curriculum is designed to develop lifelong readers.  The First Grade Language Arts Curriculum provide students with the literacy skills and knowledge to be prepared for middle school, followed by high school, college and a career as encapsulated in the Core Curriculum Standards: reading, speaking, listening, and language. During the first grade year the Language Arts Curriculum will continue to increase the understanding of the complex processes of reading, writing, listening, speaking and viewing.  Students will develop and cultivate critical thinking skills that will help them utilize various reading strategies.  These strategies will aid them with comprehension and interpretation of written texts, recognition of reading patterns, and usage of language mechanics to write age-appropriate sentences.  They will appreciate and benefit from reading a diverse collection of different forms of appropriate texts as well as formulate and write their own.

This comprehensive interdisciplinary language arts program offers tools and strategies to provide students' success at their personal level in the medium appropriate to their individual needs. Identified enduring understandings, essential questions, and learning targets, matched with appropriate formative and summative assessments ensure student progress and achievement is monitored and met. The curriculum has been designed to include high quality literature, explicit instruction, authentic practice, and assessments designed to provide students with opportunities to have a variety of engaging academic experiences related to the empowering world of language arts.

# Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course.  The following NJSLS are the basis of the assessment of student achievement.  The learner will demonstrate mastery of:

**Anchor Standards: Reading**

**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

<div align="center">

**Progress Indicators for Reading Literature Text**

</div>

**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.

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.1.6. Identify who is telling the story at various points in a text.

**Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

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.1.6. 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.

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 Reading Foundation Skills

**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.

## Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Text Types and Purposes

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Production and Distribution of Writing

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge

W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 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.

# Scope and Sequence

---

**Unit 1 (Trimester 1):** Becoming a Community of Readers

Unit 1 will focus on establishing effective reading habits to build a strong reading foundation. Readers will formulate individual goals, both short-term and long-term, choose just-right books, and learn to maintain stamina and appropriate pacing for independent reading. Students will begin thinking about what they are reading by making predictions and asking questions before, during, and after reading a selected text. Students will engage in strategies to decode unknown words while they are reading to increase fluency and comprehension. Through the Wilson *Fundations* program and *Mastering Mechanics* students will focus on Phonological Awareness, Phonemic Awareness, Sound Mastery, Forming Key Linkages (letter name, formation, and sound), Phonics, Vocabulary, High Frequency "Trick" Words, Fluency, Comprehension, Handwriting, Spelling, Punctuation, and Capitalization. In Unit 1, each Unit (1-2) of *Fundations* should take 2 weeks.

---

**Unit 1 Learning Targets**

*Students will…*
- Answer questions about a text using key details
- Use text resources to describe key details
- Know the features of a sentence
- Distinguish vowel sounds
- Blend and segment sounds in one-syllable words
- Count syllables in printed words
- Decode short vowels words
- Identify and read grade-level high frequency words
- Read for a purpose and self-monitor to support accuracy and expression
- Use context clues to support accuracy, rate and comprehension
- Follow rules of speaking to engage in conversations with others and ask questions
- Use correct end punctuation for sentences
- Spell unfamiliar words phonetically

**Unit 2 (Trimesters 1 & 2):** Making Sense of Text

Guided Reading takes place about four days per week. This is done when Daily Five or other form of small group/centered work is taking place. Within this unit students will make sense of what they read by using their background knowledge and making connections to text. Students will engage in strategies to problem solve unknown words while they are reading to increase fluency and comprehension. Students will work in small and large groups to retell and summarize text. Students will retell stories by using sequence words and incorporating key details from the text. Through the Wilson *Fundations* program and *Mastering Mechanics* students will focus on Phonological Awareness, Phonemic Awareness, Sound Mastery, Forming Key Linkages (letter name, formation, and sound), Phonics, Vocabulary, High Frequency "Trick" Words, Fluency, Comprehension, Handwriting, Spelling, Punctuation and Capitalization. In Unit 1, each unit (4-6) of *Fundations* should take 2 weeks. It is important for first graders to learn strategies for decoding unknown words and for monitoring their own comprehension while they read. With these skills students will increase reading fluency and comprehension of text at their appropriate reading levels.

**Unit 2 Learning Targets**

*Students will…*
- Retell stories in a logical order using key details
- Use illustrations and key details to describe major story events
- Compare and contrast characters
- Read text of appropriate grade level complexity
- Identify, pronounce, and orally segment phonemes in words
- Decode words with common consonant digraphs
- Identify and read grade level high frequency words
- Use reading strategies to understand text, answer questions, and establish purpose

- Monitor reading using context clues and re-reading to support accuracy, rate, and comprehension
- Engage in conversations following agreed-upon rules for listening and discussions
- Add visual displays describing characters, places, or events for clarification

### Unit 3 (Trimester 2): The Difference Between Fiction and Non-Fiction

Students will focus on the difference between fiction and nonfiction text. Students will learn how to read text for meaning and greater understanding of the author's purpose or message. Students will discover the elements of story grammar in literature and text features in both fiction and nonfiction materials. Students will read strategically to determine importance in texts of appropriate complexity for their independent reading levels. It is important for first graders to learn strategies for monitoring their own comprehension while they read. With these skills students will increase reading fluency and comprehension of text at their appropriate reading levels.

### Unit 3 Learning Targets
*Students will…*
- Differentiate between fiction and nonfiction.
- Identify main topic of a text and key details.
- Describe connections between two individuals, events, ideas, or pieces of information in a text
- Use text features and details to obtain information and key details
- Compare and contrast two texts on the same topic
- Read informational text of appropriate grade level complexity
- Explain difference between books that tell stories and books that give information
- Distinguish long and short vowel sounds
- Blend phonemes containing consonants, short vowels, and consonant blends
- Orally segment, identify, and pronounce phonemes
- Decode basic CVC, CVCC, and VC words with digraphs
- Decode words with final –e and common long vowel teams
- Use knowledge that every syllable has a vowel to determine number of syllables in a printed word
- Ask and answer key questions about read alouds or information presented orally

### Unit 4 (Trimester 2 & 3): Digging Deeper

Students will be involved in an author study of Ezra Jack Keats. Within this unit students will learn how to dig deeper to learn new information from texts. In small and large groups students will use text features and structures to gather facts from informational texts and key details of story structure from works of literature. Students will practice self-monitoring and self-correction strategies and taking notes while they read books of appropriate text level for their individual reading abilities. It is important for first graders to learn strategies for self-monitoring and self-correcting as they read in order to increase their understanding of texts. Students also need to know how to extract important key details from informational text and

literature. With these skills students will increase reading fluency and comprehension of text at their appropriate reading levels.

## Unit 4 Learning Targets
*Students will…*
- Ask and answer questions about key details in literature and informational text.
- Retell key details identifying the central message or lesson in literature texts and informational texts.
- Use key details to describe characters, settings, and major events in a story.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Explain the major differences between informational and literature texts.
- Identify who is telling the story at different points in a text.
- Compare and contrast characters' adventures and experiences in stories.
- Identify similarities and differences between two texts on the same topic.
- Know and utilize text features in a text to locate key facts or information.
- Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.
- Read text of appropriate grade-level complexity.
- Decode basic CVC, CVCC, and VC words and words with common digraphs.
- Decode words with final –e and common vowel teams.
- Use knowledge that every syllable has a vowel to help determine the number of syllables in a printed word.
- Show recognition of two-syllable words by dividing words into syllables.
- Read words with inflectional endings.
- Identify and read grade-level high-frequency words.
- Use reading strategies to understand text, answer questions, and establish purpose.
- Monitor reading using context clues and re-reading to support accuracy, rate, and comprehension

## Unit 5 (Trimester 3): Thinking Critically While Reading

Within this unit students will learn how to apply thinking skills to evaluate fiction and nonfiction texts. Readers read for a variety of reasons and not every book will fulfill the reader's intended purpose. Young readers need to understand that they need to pay attention to their intended purpose in order to choose a book to fulfill their needs. In small and large groups students will engage in activities and discussions critiquing the appropriately leveled books that they have read. It is important for first graders to learn how to choose books to meet their needs. Children need to learn criteria to use in order to decide if a text will meet their purposes for reading. One's purpose for reading simply may be for the enjoyment of a good book or to seek information about a topic. It is important for a reader to choose a book that will fulfill the reader's intended purpose of reading.

## Unit 5 Learning Targets
*Students will…*

- Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.
- Describe settings, characters, and major events using key details and illustrations in literature.
- Identify and explain how words are used in a text by naming words and/or phrases that contribute to the feeling or appeal of a poem or story.
- Identify words that indicate who is telling the story at different points in the text.
- Compare and contrast characters' experiences and adventures in stories.
- Read text of appropriate complexity for grade one.
- Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.
- Distinguish long and short vowel sounds.
- Blend phonemes of single-syllable words containing consonants and short vowels.
- Orally segment, identify phonemes in a single-syllable word, and pronounce.
- Decode basic CVC, CVCC, and VC words and words with common consonant digraphs.
- Decode words with final –e and words with common long vowel teams.
- Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.
- Show recognition of two-syllable words by dividing words into syllables.
- Read words with inflectional endings.
- Identify and read grade-level high-frequency words.
- Establish a purpose for reading and use reading strategies to answer comprehension questions about the text while adjusting reading rate to support accuracy and expression.
- Monitor reading using context clues and re-reading to support accuracy rate and comprehension

# Assessments

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning
- Formative assessments given by teachers to gauge progress toward each standard
- Reading and Writing standards-based report card rubrics
- DRA
- SRI
- Common Writing Assessments

# Curriculum Resources

**Anchor Programs/Teacher Materials**

- Fundations
- Word Walls
- *The Reading Strategies Book* by Jennifer Serravallo
- *The Writing Strategies Book* by Jennifer Serravallo
- Comprehension ToolkitClassroom library of leveled readers
- Graphic Organizers for Paragraph Writing
- Empowering Writers
- Shared Reading Teachers' Guide
- Classroom library of leveled readers
- Daily 5
  - *Read to Self*
  - *Read to Someone*
  - *Listen to Reading*
  - *Word Work*
  - *Work on Writing*
- Words Their Way
- Proofreader's Marks: Focus on Periods and Capitalization
- Beginner's Dictionaries
- Rubric attached
- 6+1 Traits
- Grammar Workshop
- Good Habits, Great Readers
- Mastering the Mechanics
- RAZ Kids
- Reading A to Z
- Vocabulary Charts

# Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- [http://thinkonline.smarttutor.com/a-poem-for-my-gold-fish-phonemic-awareness-rhyming-second-grade/](http://thinkonline.smarttutor.com/a-poem-for-my-gold-fish-phonemic-awareness-rhyming-second-grade/)
- [https://www.kidsa-z.com/main/Login](https://www.kidsa-z.com/main/Login)
- [https://www.readingrockets.org/](https://www.readingrockets.org/)
- [http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html](http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html)
- [https://kids.scholastic.com/kids/home/](https://kids.scholastic.com/kids/home/)
- [https://www.poetry4kids.com/poems](https://www.poetry4kids.com/poems)