GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: **Language Arts**

Course/Grade Level: **First Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

First Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

First Grade ELA

Key Performance and Benchmark Tasks/Assessments
Resources for help in creating assessments
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers
Summative Assessments: Examples may include: ● Published Writing ● Running Records ● Journal Response
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info:* *http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

First Grade ELA

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

First Grade ELA

Unit 1

Reading: Literature/Writing: Narrative	**Pacing: Trimester 1**
Unit Summary: During this unit students will use beginning reading behaviors and print strategies and learn to use multiple strategies simultaneously when reading in order to sound fluent. In writing students will write so that others can read and understand their ideas.	
Essential Questions: **Reading:** ● How do readers push themselves to read more? ● What do readers think while they read? ● How do readers make sense of the words on a page? ● How do readers share books and participate in book talks? ● How do readers respond when they come across a tricky word? ● Why is it important to use multiple strategies when reading a book? **Writing**: ● Why is it important to think about the audience when writing? ● How do authors improve their writing? ● How do authors communicate their ideas to an audience? ● What elements are needed in a narrative?	**Enduring Understandings:** **Reading:** ● Readers push themselves to read with enthusiasm and stamina. ● Readers show comprehension by retelling a tory they have read. ● Readers match the picture in their mind with the words on the page. ● Readers talk about and share ideas about books with partners. ● Readers think about a story and predict before they read the book. ● Readers use all they know about letters, sounds, patterns, and high frequency words to help them read. ● Readers make sure to check and fix their words when they notice something is not quite right. (look right, sound right, make sense) ● Readers use their background knowledge to make predictions and understand characters and their problems. ● Readers recognize if a character is similar or different than themselves. ● Readers stop after chunks of text and asking themselves, “What is going on so far, what are the characters doing and saying?”.

First Grade ELA

	<u>Writing</u>: ● Writers write long and strong, with great volume and stamina. ● Writers can write about what they know using detail and elaboration (small moments). ● Writers can incorporate word study concepts and high frequency words to make writing more understandable for an audience. ● Writers revise and edit their writing to improve readability for an audience. ● Writers choose a topic and provide details about it.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
SL.PE.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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**	**<u>Reading</u>:** ● Establish routines and expectations of reader's workshop ● Build strategies for partner reading ● Use beginning reading behaviors and print strategies ● Use multiple strategies simultaneously when reading in order to sound fluent ● Utilize snap words/sounds to read with fluency and to solve longer, more complex words ● Use their knowledge of letters and sounds to decode words ● Describe characters: what they do, how they feel, and what they think ● Study characters to learn more about them ● Describe setting and story elements (i.e., life lessons, problem, solution, struggle)	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** **SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** **SL.AS.1.6. Produce complete sentences when appropriate to task and situation.** **L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).** **L.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).**	**Writing**: ● Engage in the process of writing workshop to create, refine, and share ideas ● Create a small moment (narrative) story ● Write so that others can read and understand their ideas	

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L.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.** **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.** **F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).** **G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.** **L.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.** **L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).** **A. Write the upper and lowercase alphabets from memory.** **B. Write a common grapheme (letter or letter group) for each phoneme.**		

C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound. **L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:** A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump). **L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):** A. Write sentences with increasing complexity. B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame. C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. E. F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. G. Write statements in response to questions, and questions transformed from statements, using conventional word order.		

H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. **I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).** **L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.** **L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.** **A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.** **B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.** **A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.** **C. 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).** **D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).** **E. 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. **RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).** **RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).** **RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.** **RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.** **RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.** **RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).** **W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.** **A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.**		

B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events. **W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.** A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught. **W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.**		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

First Grade ELA

Unit 1: Core Unit Content	
Vocabulary	***Key Concepts***
❏ Context clues ❏ Capitalize ❏ Complete sentence ❏ Spacing ❏ Punctuation ❏ Beginning ❏ Middle ❏ End ❏ Character ❏ Problem	**Phonics/Phonological Awareness/Print Language Concepts:** ❏ Vowel Review ❏ CVC and word family practice ❏ Beginning and ending blends ❏ Capital letters/lower case letters ❏ Punctuation marks ❏ Rhyme completion and production ❏ Syllable blending and segmentation ❏ Nouns/Pronouns/Possessive Nouns ❏ Plurals ❏ Adjectives ❏ Handwriting and letter formation

Unit 1: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**
● Fountas and Pinnell Classroom ● Orton-Gillingham Program ● Fountas and Pinnell Benchmark Assessments ● IMSE On-Line- OG2	● Raz-Kids ● Storyline Online ● Starfall ● Story Works ● Get Epic

Unit 1: Assessments
Formative assessments:

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- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

Alternative Assessments:

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

First Grade ELA

Unit 2

Reading: Informational/Writing: Informational	Pacing: Trimester 2
Unit Summary: Students will focus on non-fiction text, both reading and writing. They will read several texts about one topic to become experts and work through the entire writing process to create non-fiction pieces.	
Essential Questions: **Reading:** ● Why do people read non-fiction texts? ● How do readers use strategies to read books that inform them and provide ideas about different topics? **Writing:** ● Why is it important to think about our audience when we write? ● How do authors improve their writing? ● How do authors communicate their ideas to an audience? ● How do writers write to teach what they know? ● How do nonfiction writers make their stories easy to understand? ● How can you teach how to do something in a sequential order?	**Enduring Understandings:** **Reading:** ● Readers read to become smarter about their world. ● Readers think about what they read. ● Readers have ways to deal with tricky words as they read. ● Readers can read more than one book about a topic to compare and contrast ● Readers investigate new words in nonfiction text. ● Readers can tell the difference between fiction and nonfiction texts. ● Readers recognize that there are three types of nonfiction and they are used for different purposes (inform, entertain, persuade) ● Readers think about what they want to learn about or what their wonderings are to help guide their research and/or reading. **Writing:** ● Writers revise and edit their writing to improve readability. ● Writers write long and strong, with great volume and stamina ● Writers can use nonfiction features to write (how-to). ● Writers use transitional and descriptive words to write how-tos. ● Writers write to teach what they know well. ● Writers elaborate to make writing stronger. ● Writers can write to teach others about a topic.

First Grade ELA

New Jersey Student Learning Standards	Student Learning Objectives	Practices
SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **opportunity to integrate climate change education.** **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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** **SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** **SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** **SL.AS.1.6. Produce complete sentences when appropriate to task and situation.**	**Reading:** ● Read to learn about a topic ● Develop strategies for dealing with tricky words in nonfiction ● Grow ideas about nonfiction topics ● Compare and contrast information from different sources ● Recognize non-fiction features ● Read several books about one topic so that they can become experts on that topic ● Use question words: who, what, when, where, why, and how **Writing:** ● Engage in the writing process to create, refine, and share our ideas ● Construct procedural writings that are explicit, clear, and sequential ● Revise writing to improve clarity for the audience ● Use nonfiction text features to help make complex ideas easier for their readers to understand ● Organize like information into categories when writing ● Introduce information and provide a sense of closure ● Ask and answer questions ● Self-assess and set goals for their writin	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

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L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **L.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).** **L.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.**		

F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). G. Recognize the parts of high-frequency words that are regular and the parts that are irregular. **L.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. **L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).** A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound. **L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:** A. Short vowels and single consonants.		

B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). **C. Initial and final consonant blends (must, slab, plump).** **L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):** **A. Write sentences with increasing complexity.** **B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.** **C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.** **D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.** **E. Use commas in dates and to separate single words in a series.** **F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.** **G. Write statements in response to questions, and questions transformed from statements, using conventional word order.** **H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.** **I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).** **L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.**		

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. **A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.** **B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.** **A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.** **C. 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).** **D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).** **E. 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.** **RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).** **RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).**		

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. **RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.** **RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.** **RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.** **RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.** **RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).** **W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.** **A. Introduce a topic.** **B. Develop the topic with facts or other information and examples related to the topic.**		

C. Provide a conclusion. **W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.** A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught. **W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.** **W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.** **W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks**		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
•9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*
❏ Personal (narrative) ❏ Solution ❏ Theme ❏ point ❏ Feeling ❏ Character ❏ Problem ❏ Root word ❏ Struggle ❏ Nouns (singular/plural) ❏ Verbs ❏ Capitalize ❏ Complete sentence ❏ Spacing ❏ Punctuation	**Phonics/Phonological Awareness/Print Language Concepts:** ❏ Long vowels ❏ CVCe and word family practice ❏ Beginning and ending blends practice ❏ Digraph practice ❏ R-controlled vowels ❏ Figurative language-similes ❏ Rhyme completion and production ❏ Syllable blending and segmentation ❏ Verbs-past, present, and future (endings: -ly, -ed, -ing) ❏ Handwriting and letter formation

Unit 2: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
• Fountas and Pinnell Classroom • Orton-Gillingham Program	• Raz-Kids • Storyline Online

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• Fountas and Pinnell Benchmark Assessments • IMSE On-Line- OG2	• Starfall • Story Works • Get Epic

Unit 2: Assessments

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

Alternative Assessments:

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 3

First Grade ELA

Reading: Literature and Informational Writing: Opinion	Pacing:Trimester 3

Unit Summary: Students will read at their appropriate reading levels and create opinion writing pieces, supported with reasons and details.

Essential Questions:

Reading:

- Why is it important to stop and think as we read?
- How can I become a better reader?
- How can partner reading help me become a better reader, writer, and thinker?
- How do readers push themselves to read with accuracy, comprehension, and fluency?
- Why is it important to stop and think while reading?
- How do readers make sense of the words on a page?
- Why is it important to persevere (never give up)?
- Can opinions change as we learn more information?

Writing:

- How do writers share their ideas with others?
- What is an opinion?
- How do writers support their ideas?
- How can writers use their writing skills to share their opinions and persuade others?
- How do writers decide on a topic?
- Why is revision important?
- How do authors decide on a planning method?

Enduring Understandings:

Reading:

- Readers have opinions about issues in their lives.
- Readers can persuade an audience in many ways.
- Readers push themselves to read for volume and stamina.
- Readers can think about the story and how books sound to help them figure out tricky parts.
- Readers react when they reach a tricky part in their reading, and work through the difficulty with independence.
- Readers reread to help their reading sound fluent and to monitor for understanding.
- Readers automatically use a repertoire of strategies as they read.
- Readers share their opinions about books with others.

Writing:

- Writers write for various purposes.
- Writers can use what they know to share their opinions.
- Writers support their opinions by providing reasons and details that persuade readers to think a certain way
- Writers write and publish by going through the writing process.
- Writers focus on one idea and organize their ideas.
- Writers draw on personal experiences to write fiction stories.
- Writers lift the quality of their writing by stretching out ideas and imagining creative solutions to stories.

First Grade ELA

New Jersey Student Learning Standards	Student Learning Objectives	Practices
SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **opportunity to integrate climate change education.** **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.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** **SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** **SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** **SL.AS.1.6. Produce complete sentences when appropriate to task and situation.** **L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and**	**<u>Reading</u>:** ● Utilize phonetic strategies they need in order to read texts at their just right level ● Utilize strategies for word solving, cross checking, self correcting and meaning making, and to model for them the resilience of careful readers ● Apply reading strategies with accuracy and automaticity ● Utilize print strategies to read texts at just-right levels ● Identify story elements (characters, setting, struggle, solution, and story events) ● Retell stories and including key details to support opinion ● Demonstrate understanding of a central message or lesson in a text **<u>Writing</u>**: ● Spell new words by using all the strategies they know from previous units so that their writing is readable ● Use more descriptive details by using their senses to describe people, places and things so that the reader feels connected ● Learn how to write about and state personal opinions and ideas ● Learn how to support personal judgments with organized reasons and supporting details ● Draft writing pieces with volume and stamina to	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **L.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).** **L.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.** **F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).** **G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.** **L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**	improve writing ● Edit by using a checklist, checking for spelling, punctuation and capitalization so that writing is readable	

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.** **L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).** **A. Write the upper and lowercase alphabets from memory.** **B. Write a common grapheme (letter or letter group) for each phoneme.** **C. Orally segment the phonemes in any single syllable, spoken word.** **D. Recognize that each syllable is organized around a vowel sound.** **L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:** **A. Short vowels and single consonants.** **B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).** **C. Initial and final consonant blends (must, slab, plump).** **L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):** **A. Write sentences with increasing complexity.** **B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.** **C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.**		

D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. **E. Use commas in dates and to separate single words in a series.** **F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.** **G. Write statements in response to questions, and questions transformed from statements, using conventional word order.** **H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.** **I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).** **L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.** **L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.** **A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.** **B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.** **A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.** **C. 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).**		

D. Identify real-life connections between words and their use (e.g., note places at home that are cozy). E. 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. **RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).** **RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).** **RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).** **RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).** **RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.** **RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.** **RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.** **RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents,**		

glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. **RL.PP.1.5. Identify who is telling the story at various points in a text.** **RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.** **RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.** **RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.** **opportunity to integrate climate change education.** **RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.** **RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).** **RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).** **W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.** **A. Introduce an opinion.** **B. Support the opinion with facts or other information and examples related to the topic.** **C. Provide a conclusion.**		

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W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. **opportunity to integrate climate change education.** **A. Introduce a topic.** **B. Develop the topic with facts or other information and examples related to the topic.** **C. Provide a conclusion.** **W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.** **A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.** **B. Provide dialogue and/or description and details of experiences, events, or characters.** **C. Use transitional words to manage the sequence of events.** **D. Provide a reaction to the experiences or events.** **W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.** **A. With prompts and support, identify audience and purpose before writing.** **B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.** **W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.**		

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. **W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.**		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Unit 3: Core Unit Content

Vocabulary	*Key Concepts*
❑ beginning ❑ character ❑ end ❑ middle ❑ retell ❑ setting	**Phonics/Phonological Awareness/Print Language Concepts:** ❑ Long vowel practice ❑ Tricky Y ❑ CVVC and word family practice ❑ Beginning and ending blends practice

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❑ character(s) ❑ list ❑ setting ❑ solution ❑ story ❑ struggle ❑ fiction ❑ non-fiction ❑ author ❑ illustrator ❑ title	❑ Digraph practice ❑ R-controlled vowel practice ❑ Rhyme completion and production ❑ Syllable blending and segmentation ❑ Possessive nouns ❑ Handwriting and letter formation

Unit 3: Instructional Materials & Resources

Core Instructional Materials

- Fountas and Pinnell Classroom
- Orton-Gillingham Program
- Fountas and Pinnell Benchmark Assessments
- IMSE On-Line- OG2

Supplemental Instructional Materials

- Raz-Kids
- Storyline Online
- Starfall
- Story Works
- Get Epic

Unit 3: Assessments

Formative assessments:

- Running Records
- iReady
- Journal Response
- Teacher observation of response to and interaction with peers

Summative Assessments:

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Alternative Assessments:

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu