

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** K-2 ELA Department

<b>Recommended Pacing Guide</b>	
<p style="text-align: center;"><b><u>Unit 1:</u></b></p> <ul style="list-style-type: none"> <li>● Bend 1: Building a Community of Readers &amp; Writers</li> <li>● Bend 2: We Are All Valuable</li> <li>● Bend 3: Exploring the World of Sea turtles</li> </ul>	45 Days
<p style="text-align: center;"><b><u>Unit 2:</u></b></p> <ul style="list-style-type: none"> <li>● Bend 1: CKLA Early American Civilizations</li> <li>● Bend 2: Wants and Needs</li> </ul>	45 Days
<p style="text-align: center;"><b><u>Unit 3:</u></b></p> <ul style="list-style-type: none"> <li>● Bend 1: CKLA Animals &amp; Habitats</li> <li>● Bend 2: Be True to Yourself</li> </ul>	45 Days
<p style="text-align: center;"><b><u>Unit 4:</u></b></p> <ul style="list-style-type: none"> <li>● Bend 1: CKLA Astronomy</li> <li>● Bend 2: CKLA Fairy Tales</li> </ul>	45 Days

<b>Alignment with State Mandates</b>
--------------------------------------

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

(by subject).

<b>Unit 1:</b> <ul style="list-style-type: none"><li>● <b>Bend 1:</b> <a href="#">Building a Community of Readers &amp; Writers</a></li><li>● <b>Bend 2:</b> <a href="#">We Are All Valuable</a></li><li>● <b>Bend 3:</b> <a href="#">Exploring the World of Sea turtles</a></li></ul>	<b>Duration:</b> 45 Days
--	--------------------------

**Suggested Accommodations**

- English Language Learners:**
- Provide extra time
  - Pre-Teach vocabulary using visuals and gestures
  - Chunk texts
  - Summarize as you go
  - Preview lessons
  - Graphic organizers
  - Highlight key words
  - Sentence starters
  - Prompting and cueing
  - Activate schema
  - Build background knowledge
  - Work toward longer passages as skills in English increase
  - Use visuals
  - Teacher models reading aloud daily
  - Provide peer tutoring
  - Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Special Education/Students with Disabilities:**
- Allow extra time to complete assignments or tests
  - Work in a small group
  - Allow answers to be given orally or dictated
  - Use large print books, Braille, or books on CD (digital text)
  - Follow all IEP modifications
- 504 Plans:**
- Allow extra time to complete assignments or tests

## Lakewood Public School District Curriculum Guide

**Grade: 1**

**Content Area: English Language Arts**

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

### **Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Activate schema
- Build background knowledge

### **Culturally Diverse:**

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

### [New Jersey Student Learning Standards](#)

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).

Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

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.

Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

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.

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.

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

Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

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.

Informational Text:

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).

Literary Text:

Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

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. (U1B1)

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 storyline, chronology of events, interprets illustrations) 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.

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).

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.

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.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. (U1B3)

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

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

#### **Science**

- LS1.A: Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
- LS1.B: Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)
- LS1.D: Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)
- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly like, their parents.
- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

#### **Social Studies**

- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### Computer Science & Design Thinking

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.2.2.ITH.3: Identify how technology impacts or improves life
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

**Career Readiness, Life Literacies & Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 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.DC.7: Describe actions peers can take to positively impact climate change.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

	peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

	experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI PM Assessment by lesson</li> <li>● Demonstration of Learning</li> <li>● DIBELS 8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● High Quality Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Graphic Organizers</li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Practice pages</li> <li>● Teacher Observations</li> <li>● Checklists</li> <li>● Class Discussion</li> <li>● Think-Pair-Share</li> <li>● Anecdotal Notes</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Student Writing Samples</a></li> <li>● <a href="#">Unit 2 Bend 1 CKLA Early American Civilizations Midpoint Assessment</a></li> <li>● <a href="#">Unit 2 Bend 1 CKLA Early American Civilizations End of Unit Assessment</a></li> <li>● Decoding Mastery Checkpoints</li> <li>● DIBELS 8 Progress Monitoring</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade-level literacy coach to develop an appropriate project, presentation, or oral assessment, customized to individual student needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> </ul>

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

	<ul style="list-style-type: none"> <li>• Reader’s Response Sentence Starters</li> <li>• Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>• Teacher Created/Modified Vocabulary Assessments</li> </ul>
--	---

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Strong phonics skills help readers accurately decode and understand grade-level words and texts.</li> <li>• Good reading habits, focus, and following routines help readers enjoy stories and understand what they read.</li> <li>• Nonfiction texts provide real information, and remembering key details helps readers explain what they learn.</li> <li>• Talking about texts with partners helps readers think more deeply and learn from others’ ideas.</li> <li>• Knowing the purpose for listening and speaking supports clear, respectful communication.</li> <li>• Using strong listening, speaking, and language supports (such as sentence frames) helps students express ideas clearly and confidently.</li> <li>• Understanding how to form letters correctly and plan sentences orally helps writers communicate their ideas clearly and accurately.</li> <li>• Understanding and using the basic parts of a sentence—including a subject, a verb, capitalization, spacing, and punctuation—helps writers communicate their ideas clearly.</li> <li>• Writers can plan and organize ideas for informational writing using an SPO structure.</li> <li>• Informational writing has special features, and using correct</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do good reading habits help me focus and talk about books with others?</li> <li>• What are the routines and procedures for sitting, listening, and paying attention to stories?</li> <li>• How can I recall key details and important information from nonfiction texts?</li> <li>• How can I have meaningful conversations with my classmates about books?</li> <li>• What is my purpose for listening and speaking, and why does it matter?</li> <li>• How can I become a better listener and speaker in class discussions?</li> <li>• How can using language stems or sentence frames help me communicate clearly?</li> <li>• What is a sentence, and how do I know who or what it is about?</li> <li>• How can understanding and caring about others’ feelings help us be kind and inclusive?</li> <li>• How do our actions and words affect the people around us and the communities we are part of?</li> <li>• How do our thoughts and beliefs about ourselves affect how we act and interact with others?</li> <li>• What are ways we can show kindness, build a positive self-image, and help others feel included?</li> <li>• How does climate change affect sea turtles and their habitats?</li> </ul>
---	--

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

<p>punctuation makes my writing understandable.</p>	<ul style="list-style-type: none"> <li>• What can we do to help protect sea turtles and other animals from harm caused by climate change?</li> </ul>
<p><b>Content</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Students will know ways to show kindness, help others, and build positive relationships, including understanding and caring about others' feelings.</li> <li>• Students will know that inner qualities, like empathy and compassion, are more important than outside appearances and contribute to a positive self-image.</li> <li>• Students will know that giving and helping others can bring happiness to themselves and those around them.</li> <li>• Students will know the dangers sea turtles face, including how humans and climate change affect their survival.</li> <li>• Students will know actions they can take to protect sea turtles and reduce harm from pollution and climate change.</li> <li>• Students will know how to identify sea turtles, describe their body parts, and understand that flippers are crucial for their movement.</li> <li>• Students will know the seven types of sea turtles, their unique characteristics, and that they are reptiles.</li> </ul>	<p><b>Skills</b>  <i>Students will be able to ...</i></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Students working on grade level will use phonics skills to accurately decode and spell words, including CVC words and CVC words with consonant clusters and digraphs, to read with understanding.             <ul style="list-style-type: none"> <li>• Students working below grade level will focus on:                 <ul style="list-style-type: none"> <li>○ blending and segmenting</li> <li>○ Alphabet review</li> <li>○ reading CVC words</li> </ul> </li> <li>• Apply phonics skills and sound-spelling patterns to decode and spell grade-level words accurately.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• form a question using a level 1 or 2 question word.</li> <li>• find information in a nonfiction text.</li> <li>• identify the main ideas in a nonfiction text.</li> <li>• Use headings and subheadings help find information in a text.</li> <li>• describe new facts learned from a nonfiction text.</li> <li>• Know the importance of reading nonfiction texts.</li> <li>• identify questions that remain after reading a nonfiction text.</li> <li>• use other sources to gather information on a topic.</li> <li>• expand vocabulary and learn the meaning of new words.</li> </ul> <p>Foundational Writing:</p> <ul style="list-style-type: none"> <li>• form uppercase and lowercase letters of the alphabet correctly, following proper strokes and directionality.</li> </ul> </li></ul>

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

	<ul style="list-style-type: none"> <li>orally plan their sentence before writing to make sure it can be written correctly.</li> <li>write complete sentences that include a subject, a verb, and a complete thought (the who, the do).</li> <li>the basics of a complete sentence, including capital letters, spacing, and end punctuation.</li> <li>how to plan and organize ideas for informational writing using an SPO structure.</li> </ul>
--	--

**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>Students will participate in explicit phonics instruction to strengthen decoding skills, word recognition, and reading fluency using the UFLI curriculum within the Walk to Read model.</li> <li>Students will participate in a variety of practice activities to reinforce phonics skills, decoding, and word recognition. Activities may include writing on whiteboards, using manipulative letters to build words, reading decodable texts, and writing words or sentences. This multimodal approach allows students to engage kinesthetically, visually, and orally, supporting phonics mastery and early writing skills.</li> <li>Students will listen to a text during read-alouds and participate in turn-and-talks with a partner to deepen their understanding. They will make predictions about what might happen next, retell key events or main ideas from the story, and make connections to their own experiences, other books, or prior knowledge.</li> <li>Students will participate in read-aloud lessons from the Bound Curriculum,</li> </ul>	<p><b>Read Aloud Text:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Recess Queen</a></li> <li><a href="#">Each Kindness</a> by Jacqueline Woodson</li> <li><a href="#">Scaredy Squirrel Makes a Friend</a></li> <li><a href="#">Melissa Parkington's Beautiful, Beautiful Hair</a> by Pat Brisson</li> <li><a href="#">Ira Sleeps Over</a> by Bernard Waber</li> <li><a href="#">Scaredy Squirrel</a> by Melanie Watt</li> <li><a href="#">Waiting Is Not Easy</a> by Mo Willems</li> <li><a href="#">National Geographic: Turtles</a> by Laura Marsh</li> <li><a href="#">Sea Turtles</a> by Kara. L Laughlin</li> <li><a href="#">National Geographic Kids, Sea Turtles</a> by Laura Marsh</li> <li><a href="#">A Day in the Life: Sea Animals Turtle</a> by Louise Spilsbury</li> <li><a href="#">Turtle. Turtle Watch Out</a> by April Pulley Sayre</li> </ul> <p><b>Supplemental Read Aloud Texts:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Tortoise's Gift</a> by Lari Don</li> <li><a href="#">Beneath the Waves: Celebrating the Ocean Through Pictures, Poems, and Stories</a> by Stephanie Warren Drimmer</li> <li><a href="#">National Geographic: Turtles</a> by Laura Marsh</li> <li><a href="#">Memoirs of a Tortoise</a> by Devin Scillian</li> <li><a href="#">Diego, the Galápagos Giant Tortoise</a> by Darcy Pattison</li> </ul> <p><a href="#">Decodable Text Resource List</a></p>
---	---

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

utilizing the teacher's guide to discuss the text with peers, summarize key information and details, take notes, analyze the text, and examine craft and structure.

- Students will analyze characters in the stories they read or hear, using character traits, essential details, and actions to determine personality, feelings, and the narrator's perspective.
- Students will engage in discussions, verbalizing their ideas, elaborating on peers' thinking, and providing reasons for their responses through structured conversations like Discussion Circles.
- Students will participate in conversations about diversity, inclusion, and tolerance by connecting the ideas and lessons from the read-aloud text to their own experiences and the experiences of others.
- Students will listen to a nonfiction text and outline important information on a SPO to organize their understanding of the topic.
- [Lexia Core5](#) is an online literacy program that helps students build reading skills at their own pace. Kids use it to practice phonics, vocabulary, comprehension, and fluency through interactive lessons and games. The program adapts to each student's skill level, providing personalized support and immediate feedback, helping them grow confident and independent readers.
- [Amplify](#) hosts a variety of videos and visual resources that support the CKLA curriculum, helping students deepen their understanding of

- UFLI
- ReadBright
- Power Readers
- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series
- TRL Pip and Tim Series

### Websites:

[UFLI Website](#)

[Lexia Core 5](#)

[Amplify](#)

[www.k12reader.com](http://www.k12reader.com)

[www.scholastic.com](http://www.scholastic.com)

[www.Kids.Nationalgeographic.com](http://www.Kids.Nationalgeographic.com)

[www.Readworks.org](http://www.Readworks.org)

[Epic: Get 40K+ of the Best Children's Books.](#)

[Videos & More](#)

Lakewood Public School District Curriculum Guide

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

<p>concepts through engaging, interactive media, and it also serves as the platform for administering benchmark assessments (DIBELS 8).</p> <ul style="list-style-type: none"><li>● <b>Climate Change Example:</b> Students may present information about how climate change affects sea turtles, using supporting evidence gathered from relevant texts.</li><li>● <b>Diversity &amp; Inclusion Example:</b> Melissa Parkington's acts of kindness show how welcoming others and including everyone can make a big difference. Students can create a poster that represents being inclusive, showing ways to be friendly, respectful, and supportive so everyone feels valued in the classroom and on the playground.</li></ul>	
--	--

<p><b>Unit 2:</b></p> <ul style="list-style-type: none"><li>● Bend 1: <a href="#">CKLA Early American Civilizations</a></li><li>● Bend 2: <a href="#">Wants and Needs</a></li></ul>	<p><b>Duration:</b> 45 Days</p>
---	---------------------------------

<b>Suggested Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"><li>● Provide extra time</li><li>● Pre-Teach vocabulary using visuals and gestures</li><li>● Chunk texts</li><li>● Summarize as you go</li><li>● Preview lessons</li><li>● Graphic organizers</li><li>● Highlight key words</li><li>● Sentence starters</li><li>● Prompting and cueing</li><li>● Activate schema</li><li>● Build background knowledge</li><li>● Work toward longer passages as skills in English increase</li><li>● Use visuals</li><li>● Teacher models reading aloud daily</li></ul>

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

### **Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Culturally Diverse:**

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

### [New Jersey Student Learning Standards](#)

- 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

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- (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).
- 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.
- 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.AS.1.6. Produce complete sentences when appropriate to task and situation.
- 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.

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- 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).
- 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.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 storyline, chronology of events, interprets illustrations) 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.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- 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).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.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

#### **Science**

- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- LS1.A: Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
- LS1.B: Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)
- LS1.D: Information Processing Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

#### **Social Studies**

- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Computer Science & Design Thinking**

- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

**Career Readiness, Life Literacies & Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.PB.2: Explain why an individual would choose to save money.

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
--	---

**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI PM Assessment by lesson</li> <li>● Demonstration of Learning</li> <li>● DIBELS 8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● High Quality Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Graphic Organizers</li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Practice pages</li> <li>● Teacher Observations</li> <li>● Checklists</li> <li>● Class Discussion</li> <li>● Think-Pair-Share</li> <li>● Anecdotal Notes</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Student Writing Samples</a></li> <li>● <a href="#">Unit 2 Bend 1 CKLA Early American Civilizations Midpoint Assessment</a></li> <li>● <a href="#">Unit 2 Bend 1 CKLA Early American Civilizations End of Unit Assessment</a></li> <li>● Decoding Mastery Checkpoints</li> <li>● DIBELS 8 Progress Monitoring</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade-level literacy coach to develop an appropriate project, presentation, or oral assessment, customized to individual student needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> <li>● Reader’s Response Sentence Starters</li> <li>● Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>● Teacher Created/Modified Vocabulary Assessments</li> </ul>

**Knowledge & Skills**

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
---------------------------------	-----------------------------

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

<ul style="list-style-type: none"> <li>• Ancient civilizations like the Maya, Aztec, and Inca developed unique cultures, traditions, and ways of life that reflected their beliefs and values.</li> <li>• Geography, climate, and natural resources influenced how these civilizations lived, farmed, and built their communities.</li> <li>• People in these civilizations worked together to solve problems and support their communities.</li> <li>• Traditions, stories, and art help us understand the beliefs, values, and daily life of ancient civilizations.</li> <li>• Learning about the similarities and differences among civilizations helps us appreciate diversity and cultural innovation.</li> <li>• Studying early American civilizations provides insight into how humans adapt to their environment and create complex societies.</li> <li>• Kindness, giving, and helping others promote happiness, build positive relationships, and strengthen inclusive communities.</li> <li>• Inner qualities such as empathy, compassion, and respect are more important than external appearances and guide how we interact with others.</li> <li>• Developing self-awareness, managing emotions, and making responsible decisions helps us understand ourselves and others, fostering inclusion and a positive social-emotional climate.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we find and understand important information in nonfiction texts?</li> <li>• How do the words and examples in a text help us understand what we are reading?</li> <li>• How did the people in early American civilizations use their natural surroundings to meet their needs?</li> <li>• How did early American and ancient civilizations live, work together, and use their environment to meet their needs?</li> <li>• How does the climate and environment affect how people live, farm, and use natural resources, and how can learning about the past help us understand climate change today?</li> <li>• How do stories and traditions from different cultures help us learn about kindness, respect, and living together in a caring way?</li> <li>• How can I show kindness and help others in my classroom and community?</li> <li>• How do I make good choices with money and plan for things I want or need?</li> <li>• How can setting goals help me grow, learn new things, and follow my interests with confidence?</li> </ul>
<p><b>Content</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Students will know how to read and understand nonfiction texts.</li> <li>• Students will know how people from different cultures contribute to their communities.</li> <li>• Students will know that traditions can teach us important things about different cultures.</li> </ul>	<p><b>Skills</b> <i>Students will be able to ...</i></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Students working on grade level will use phonics skills to decode and spell words with VCe patterns, vowel teams, and closed and open syllables to read with understanding.             <ul style="list-style-type: none"> <li>○ Students working below grade level will focus on:</li> </ul> </li> </ul>

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

<ul style="list-style-type: none"> <li>• Students will know that ancient civilizations like the Maya, Inca, and Aztec had unique cultures, traditions, and ways of life, as well as some similarities.</li> <li>• Students will know that people’s daily lives long ago were shaped by the geography, climate, and environment where they lived.</li> <li>• Students will know that the Maya, Inca, and Aztec built homes, created traditions, and solved problems in ways that fit their surroundings.</li> <li>• Students will know the difference between needs and wants so they can make good choices.</li> <li>• Students will know that learning about ancient civilizations helps us understand how people lived in the past and worked together.</li> <li>• Students will know that kindness and helping others are important for building a caring community, and that stories can teach us how to treat people with respect.</li> <li>• Students will know healthy money habits—such as planning, saving, and budgeting—so they can make responsible choices.</li> </ul>	<ul style="list-style-type: none"> <li>■ blending sounds</li> <li>■ Alphabet review</li> <li>■ reading CVC words</li> <li>■ CVC words with consonant clusters</li> <li>■ Digraphs</li> </ul> <ul style="list-style-type: none"> <li>• Apply phonics skills and sound–spelling patterns to decode and spell grade-level words accurately.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• how to determine the topic of a text.</li> <li>• identify key details in nonfiction texts.</li> <li>• gather information from multiple sources.</li> <li>• how to compare and contrast texts on the same topic.</li> <li>• sequence events using chronological or logical order.</li> <li>• summarize key points from nonfiction texts in correct sequence.</li> <li>• visual aids (timelines, charts) to organize and present information.</li> </ul> <p>Foundational Writing:</p> <ul style="list-style-type: none"> <li>• the basics of writing, including capitalization, spacing, punctuation, and sentence structure.</li> <li>• write informative, opinion, and narrative paragraphs using the SPO structure.</li> <li>• use time and sequence transition words.</li> <li>• revise writing by varying vocabulary.</li> </ul>
---	--

**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in explicit phonics instruction to strengthen decoding skills, word recognition, and reading fluency using the UFLI curriculum within the Walk to Read model.</li> </ul>	<p><b>Read Aloud Text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Harvest and a Hurricane</a></li> <li>• <a href="#">Kanal's Journey to Baakal</a></li> <li>• <a href="#">King Pakal's Tomb</a></li> <li>• <a href="#">The Festival of the First Star</a></li> <li>• <a href="#">The Legend of the Eagle and the Serpent</a></li> <li>• <a href="#">The Floating Gardens of Xochimilco</a></li> <li>• <a href="#">The Emperor</a></li> </ul>
---	--

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Students will participate in a variety of practice activities to reinforce phonics skills, decoding, and word recognition. Activities may include writing on whiteboards, using manipulative letters to build words, reading decodable texts, and writing words or sentences. This multimodal approach allows students to engage kinesthetically, visually, and orally, supporting phonics mastery and early writing skills.
- Students will participate in read-aloud lessons from the Bound Curriculum, utilizing the teacher's guide to discuss the text with peers, summarize key information and details, take notes, analyze the text, and examine craft and structure.
- Students will activate their schema by watching a CKLA Knowledge Builders video, along with several other short videos at key points in the unit. They will also build understanding through Interactive Read Alouds and vocabulary exercises.
- Students will practice active listening, respond to questions and clues, and make visual contact while speaking clearly using a Tall Voice. They will initiate and sustain conversations through prompts, engage in discussions about books in partners and whole-group settings, and practice Tier 2–3 vocabulary through a variety of activities.
- Students will investigate ancient civilizations of Mexico, Central America, and South America, including the Maya, Aztec, and Inca. They will explore geography, key

- [Cortes's Letter](#)
- [Who Were the Inca?](#)
- [The Runner](#)

### Supplemental Read Aloud Text:

- [Rain Players](#) Story and Pictures by David Wisniewski
- [The Best Beekeeper of Lalibela](#): A Tale from Africa by Christina Kessler
- [Abuela's Weave](#) by Omar S. Castaneda
- [The First Strawberries: A Cherokee Story](#) by Joseph Bruchac
- [Those Shoes](#) by Maribeth Boelts
- [Bringing in the New Year](#) by Grace Lin
- [Do I Need It? Or Do I Want It?](#)  
[Making Budget Choices](#) by Jennifer S. Larson

### Decodable Text Resource List

- UFLI
- ReadBright
- Power Readers
- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series
- TRL Pip and Tim Series

### Websites:

[UFLI Website](#)  
[Lexia Core 5](#)  
[Amplify](#)  
[www.k12reader.com](http://www.k12reader.com)  
[www.scholastic.com](http://www.scholastic.com)  
[www.Kids.Nationalgeographic.com](http://www.Kids.Nationalgeographic.com)  
[www.Readworks.org](http://www.Readworks.org)  
[Epic: Get 40K+ of the Best Children's Books, Videos & More](#)

Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

cities, leadership, daily life, religious beliefs, agriculture, astronomy, and cultural innovations. Students will formulate research questions, compare civilizations, and explain the impact of Spanish invasion, using evidence to support their understanding of how these societies lived and thrived.

- Students will also ask their own Level 1 and Level 2 questions based on first-grade topics.
- Students will discuss the story by identifying the main problem, sharing key details about characters, and talking about their favorite parts. They will also practice asking questions when they don't understand, show that they are listening, and learn to organize their thoughts to ask Level 2–3 questions about a topic.
- Students will create a brochure, poster, or other visual representation to highlight the traditions and customs of one ancient civilization. They will include a paragraph explaining why it's important to learn about these traditions. This will show that students can read and understand historical texts, use text evidence, and explain key aspects of how people lived in the past.
- [Lexia Core5](#) is an online literacy program that helps students build reading skills at their own pace. Kids use it to practice phonics, vocabulary, comprehension, and fluency through interactive lessons and games. The program adapts to each student's skill level, providing personalized support and immediate feedback, helping

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

<p>them grow confident and independent readers.</p> <ul style="list-style-type: none"> <li>● <a href="#">Amplify</a> hosts a variety of videos and visual resources that support the CKLA curriculum, helping students deepen their understanding of concepts through engaging, interactive media, and it also serves as the platform for administering benchmark assessments (DIBELS 8).</li> <li>● <b>Climate Change Example: Students may present information about climate change in Central America, focusing on Mexico, using supporting evidence gathered from relevant texts.</b></li> <li>● <b>Financial Literacy Example: Students may present ideas or strategies for budgeting their finances, showing how to prioritize spending on needs versus wants.</b></li> </ul>	
---	--

<p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>● Bend 1: <a href="#">CKLA Animals &amp; Habitats</a></li> <li>● Bend 2: <a href="#">Be True to Yourself</a></li> </ul>	<p><b>Duration:</b> 45 Days</p>
--	---------------------------------

<b>Suggested Accommodations</b>
---------------------------------

<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Provide extra time</li> <li>● Pre-Teach vocabulary using visuals and gestures</li> <li>● Chunk texts</li> <li>● Summarize as you go</li> <li>● Preview lessons</li> <li>● Graphic organizers</li> <li>● Highlight key words</li> <li>● Sentence starters</li> <li>● Prompting and cueing</li> <li>● Activate schema</li> <li>● Build background knowledge</li> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visuals</li> </ul>
--

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

### **Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Propose interest-based extension activities.
- Use varied modes of pre-assessment and assessment
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Use leveled texts and offer an advanced reader reading list
- Provide whole group enrichment explorations
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Culturally Diverse:**

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

### [New Jersey Student Learning Standards](#)

- 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

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- (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).
- 
- 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.
  - SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
  - 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 content.
  - L.VI.1.3. With guidance and support from adults, demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
    - A. Identify words and phrases in stories or poems that suggest feelings or

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- 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 the 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 [the connection between two individuals, events, ideas, or pieces of information] 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).
  - 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.PP.1.5. Identify who is telling the story at various points in a text.
  - 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.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.

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- 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.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 the 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

#### **Science**

- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

#### LS1.B: Growth and Development of Organisms

- Core Idea: All living things grow and develop. Adult plants and animals can produce offspring that resemble them.
- Key Concept for Students (1-LS1-2): Many animals have parental behaviors that help their young survive — for example, birds feeding their chicks or cats grooming their kittens.
- Big Understanding: Growth and development are part of life cycles, and survival often depends on the relationship between parents and offspring.

#### LS1.D: Information Processing

- Core Idea: Animals and plants receive and respond to information from their environment to survive and grow.

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Key Concept for Students (1-LS1-1): Animals have body parts (like eyes, ears, nose, skin) that help them sense information — such as light, sound, or touch — and respond through behaviors (like running away or searching for food).  
Plants also respond to external inputs, like light or gravity — for instance, a plant grows toward sunlight.
- Big Understanding: Living organisms use their body structures and behaviors to gather information, make sense of their surroundings, and act in ways that support survival.

### Social Studies

- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.2.2.ITH.3: Identify how technology impacts or improves life
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### Career Readiness, Life Literacies & Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 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).

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

	human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI PM Assessment by lesson</li> <li>● Demonstration of Learning</li> <li>● DIBELS 8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● High Quality Questioning</li> <li>● Discussion Circles</li> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Graphic Organizers</li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Practice pages</li> <li>● Teacher Observations</li> <li>● Checklists</li> <li>● Class Discussion</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5</li> </ul>

Lakewood Public School District Curriculum Guide

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Anecdotal Notes</li> </ul>	
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Student Writing Samples</a></li> <li>• <a href="#">Unit 3 Bend 1 End of Unit Assessment</a></li> <li>• Decoding Mastery Checkpoints</li> <li>• DIBELS 8 Progress Monitoring</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade-level literacy coach to develop an appropriate project, presentation, or oral assessment, customized to individual student needs.</p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency Application</li> <li>• Fluency Assessment</li> <li>• Reader’s Response Sentence Starters</li> <li>• Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>• Teacher Created/Modified Vocabulary Assessments</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that different habitats support specific plants and animals, and learning about these relationships helps us appreciate the diversity of life.</li> <li>• Students will understand that living things have adaptations that help them survive and thrive in their habitats.</li> <li>• <b>Climate Change Impact:</b> Students will understand that climate change affects habitats and the animals that live there, and humans have a role in protecting the environment.</li> <li>• Students will understand that people can take actions to protect endangered animals and preserve habitats, and that individual and group efforts matter.</li> <li>• <b>Respect and Inclusion:</b> Students will understand that learning about different cultures, abilities, and traditions helps us show respect and build inclusive communities.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the different types of habitats, and which plants and animals live in each?</li> <li>• How do adaptations help living things survive in their habitats?</li> <li>• <b>How does climate change affect habitats and the animals that live there?</b></li> <li>• What can people do to protect endangered animals and their habitats?</li> <li>• <b>How can learning about different cultures, abilities, and traditions help us show respect and build an inclusive community?</b></li> <li>• <b>How can stories of courage and determination inspire us to take action for both people and the environment?</b></li> <li>• <b>How does Emmanuel’s dream show us the importance of respecting and supporting people with different abilities?</b></li> <li>• <b>What can we learn from Emmanuel’s courage and determination about</b></li> </ul>
--	---

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

<ul style="list-style-type: none"> <li>Students will understand that stories of courage and determination, like Emmanuel's, teach us how to stand up for fairness and support positive change for people and the environment.</li> </ul>	<p>standing up against unfair treatment and promoting inclusion?</p>
<p><b>Content:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>how text features contribute to meaning and identify text structures of chronology, comparison, and cause/effect in texts.</li> <li>how to identify and describe different types of habitats and the plants and animals that live in each.</li> <li>how to read nonfiction texts closely to gather facts and key information about animals and their habitats.</li> <li>know how to use multiple sources to compare information, confirm facts, and deepen their understanding of animals and habitats.</li> <li>how their actions can disrupt animals' habitats and ecosystems and why it is important to protect them.</li> <li>the major types of habitats and the plants and animals that live in each.</li> <li>what living things need to survive and how adaptations help them thrive in their habitats.</li> <li>what climate change is and how it impacts habitats and the animals that depend on them.</li> <li>how people, including zoos, can help protect endangered animals and their habitats.</li> <li>A person can overcome obstacles by staying determined, thinking creatively to find solutions, asking for help when needed, learning from mistakes, and maintaining a positive attitude even when challenges seem difficult.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to ...</i></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>Students working on grade level will use phonics skills to decode and spell words with long vowel patterns, including r-controlled vowels and other long vowel patterns, to read with understanding.             <ul style="list-style-type: none"> <li>Students working below grade level will focus on:                     <ul style="list-style-type: none"> <li>blending sounds</li> <li>reading CVC words</li> <li>CVC words with consonant clusters</li> <li>Digraphs</li> <li>VCe</li> <li>Closed/ Open Syllables</li> </ul> </li> </ul> </li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>identify text features and read closely to understand key facts, story elements, and main ideas in nonfiction and fiction.</li> <li>ask and answer questions, including level 2 questions, to deepen comprehension.</li> <li>participate in discussions by sharing ideas and responding thoughtfully.</li> <li>retell and sequence events, infer problems, and interpret lessons or solutions in a story.</li> <li>engage in shared research and use Tier 2–3 vocabulary to explore topics and communicate understanding.</li> </ul> <p>Foundational Writing:</p> <ul style="list-style-type: none"> <li>the basics of writing, including capitalization, spacing, punctuation, and sentence structure.</li> </ul>

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

	<ul style="list-style-type: none"><li>• write more complex sentences to express ideas clearly and effectively.</li><li>• clearly state their opinion on a topic and support it with at least two reasons or examples.</li><li>• organize their writing with a beginning (opinion), middle (reasons/examples), and end (conclusion) to communicate their ideas effectively.</li></ul>
--	--

**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"><li>• Students will participate in explicit phonics instruction to strengthen decoding skills, word recognition, and reading fluency using the UFLI curriculum within the Walk to Read model.</li><li>• Students will participate in a variety of practice activities to reinforce phonics skills, decoding, and word recognition. Activities may include writing on whiteboards, using manipulative letters to build words, reading decodable texts, and writing words or sentences. This multimodal approach allows students to engage kinesthetically, visually, and orally, supporting phonics mastery and early writing skills.</li><li>• Students will participate in read-aloud lessons from the Bound Curriculum, utilizing the teacher’s guide to discuss the text with peers, summarize key information and details, take notes, analyze the text, and examine craft and structure.</li><li>• Students will activate their schema using the Knowledge Builders video . Students will watch a short video and listen to Interactive Read Alouds on the topic to help build more knowledge on the topic using the</li></ul>	<p><b>Read Aloud Text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">What is a Habitat?</a></li><li>• <a href="#">Animals of the Arctic Habitat</a></li><li>• <a href="#">Animals of the Sonoran Desert Habitat</a></li><li>• <a href="#">Animals of the East African Savanna Habitat</a></li><li>• <a href="#">Animals of the Temperate Deciduous Forest Habitat</a></li><li>• <a href="#">Animals of the Tropical Rainforest Habitat</a></li><li>• <a href="#">Animals of the Freshwater Habitat</a></li><li>• <a href="#">Animals of the Saltwater Habitat</a></li><li>• <a href="#">Habitat Destruction &amp; Endangered Species</a></li><li>• <a href="#">The Sandwich Swap by Kelly DiPucchio and Queen Rania of Jordan</a></li><li>• <a href="#">Strega Nona by Tomie dePaola</a></li><li>• <a href="#">Emmanuel’s Dream by Laurie Ann Thompson</a></li></ul> <p><b>Supplemental Read Aloud Texts:</b></p> <ul style="list-style-type: none"><li>• Galápagos Girl by Marsha Diane Arnold</li><li>• Over and Under the Pond by Kate Messner</li><li>• Mela and the Elephant by Dow Phumiruk</li><li>• Elisapee and Her Baby Seagull by Nancy Mike</li></ul> <p><b><u><a href="#">Decodable Text Resource List</a></u></b></p> <ul style="list-style-type: none"><li>• UFLI</li><li>• ReadBright</li><li>• Power Readers</li></ul>
---	---

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

CKLA resources and Bound Curriculum Teacher's Edition.

- Students will participate in turn-and-talk discussions to share ideas and deepen their understanding of animals and habitats.
- Students will explore a variety of habitats—including Arctic, desert, savanna, forest, rainforest, freshwater, and saltwater—by identifying their characteristics, locations, climates, and the plants and animals that live there.
- Students will investigate how animals adapt to their environments, compare habitats, and examine how factors such as climate change affect ecosystems and the survival of living things.
- Students will participate in discussions, observations, and research activities to describe habitat features, categorize animals and their adaptations, and explain how organizations like zoos help protect endangered species.
- Students will engage in project-based activities to apply their learning, demonstrate understanding of habitats and animal adaptations, and communicate their ideas in meaningful ways.
- [Lexia Core5](#) is an online literacy program that helps students build reading skills at their own pace. Kids use it to practice phonics, vocabulary, comprehension, and fluency through interactive lessons and games. The program adapts to each student's skill level, providing personalized support and immediate feedback, helping them grow confident and independent readers.
- [Amplify](#) hosts a variety of videos and

- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series
- TRL Pip and Tim Series

### Websites:

[UFLI Website](#)

[Lexia Core 5](#)

[Amplify](#)

[www.k12reader.com](http://www.k12reader.com)

[www.scholastic.com](http://www.scholastic.com)

[www.Kids.Nationalgeographic.com](http://www.Kids.Nationalgeographic.com)

[www.Readworks.org](http://www.Readworks.org)

[Epic: Get 40K+ of the Best Children's Books, Videos & More](#)

visual resources that support the CKLA curriculum, helping students deepen their understanding of concepts through engaging, interactive media, and it also serves as the platform for administering benchmark assessments (DIBELS 8).

- Addressing N.J.S.A. 18A:35-28 Through *Emmanuel's Dream*: In alignment with **New Jersey's Holocaust and Genocide Education mandate (N.J.S.A. 18A:35-28)**, first-grade instruction focuses on building the foundational skills of **tolerance, respect for differences, empathy, and responsible citizenship**. While students are not introduced to historical details of the Holocaust or genocide at this age, they develop the attitudes and understanding necessary to value all people and stand against exclusion or mistreatment. Using the picture book *Emmanuel's Dream*, which tells the true story of Emmanuel Ofose Yeboah—a young Ghanaian boy born with a physical disability who pursues his dreams with courage—students explore themes that directly support the goals of the mandate:
  - By engaging students in conversations, read-aloud discussions, and simple reflective activities connected to *Emmanuel's Dream*, teachers help children understand the importance of treating all people with dignity and kindness. This approach fulfills the early-elementary expectations of N.J.S.A.

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

<p>18A:35-28 by fostering a classroom culture rooted in <b>tolerance, acceptance, and respect for human differences.</b></p> <ul style="list-style-type: none"><li>Climate Change Example: Students can create a powerful Public Service Announcement (PSA) by exploring how to protect local habitats while highlighting the impacts of climate change. By researching threats such as pollution, deforestation, and rising temperatures, students can script and film a clear message that explains why these environments matter and what actions communities can take to safeguard them. Through visuals, narration, and real-world examples, their PSA can inspire others to reduce carbon footprints, preserve wildlife, and take part in climate-friendly practices that keep habitats healthy for generations to come.</li></ul>	
--	--

<p><b>Unit 4:</b></p> <ul style="list-style-type: none"><li>Bend 1: <a href="#">CKLA Astronomy</a></li><li>Bend 2: <a href="#">CKLA Fairy Tales</a></li></ul>	<p><b>Duration:</b> 45 Days</p>
---	---------------------------------

Suggested Accommodations
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"><li>Provide extra time</li><li>Pre-Teach vocabulary using visuals and gestures</li><li>Chunk texts</li><li>Summarize as you go</li><li>Preview lessons</li><li>Graphic organizers</li><li>Highlight key words</li><li>Sentence starters</li><li>Prompting and cueing</li><li>Activate schema</li></ul>

## Lakewood Public School District Curriculum Guide

**Grade: 1**

**Content Area: English Language Arts**

- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

### **Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary

### **Students at Risk of Failure:**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

### **Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Culturally Diverse:**

- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

### [New Jersey Student Learning Standards](#)

- 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.

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- 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.
- 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

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- 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.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.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 content.
- L.VI.1.3. With guidance and support from adults, demonstrate an 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 the 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 [the connection between two individuals, events, ideas, or pieces of information] 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).

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- RL.CR.1.1. Ask and answer questions about key details in a literary text (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.PP.1.5. Identify who is telling the story at various points in a text.
- 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.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.
- 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.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

#### **Science**

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

### Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

### Career Readiness, Life Literacies & Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

- 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.DC.7: Describe actions peers can take to positively impact climate change.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>
--

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow

**Lakewood Public School District Curriculum Guide**

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

	through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● UFLI PM Assessment by lesson</li> <li>● Demonstration of Learning</li> <li>● DIBELS 8 Progress Monitoring</li> <li>● Participation/Observation</li> <li>● High Quality Questioning</li> <li>● Discussion Circles</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8</li> <li>● Lexia Core 5</li> </ul>

Lakewood Public School District Curriculum Guide

<b>Grade: 1</b>	<b>Content Area: English Language Arts</b>
-----------------	--

<ul style="list-style-type: none"> <li>● Turn and Talks</li> <li>● Anecdotal Records</li> <li>● Graphic Organizers</li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Practice pages</li> <li>● Teacher Observations</li> <li>● Checklists</li> <li>● Class Discussion</li> <li>● Think-Pair-Share</li> <li>● Anecdotal Notes</li> </ul>	
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Student Writing Samples</a></li> <li>● <a href="#">Unit 4 Bend 1 End of Unit Assessment</a></li> <li>● Decoding Mastery Checkpoints</li> <li>● DIBELS 8 Progress Monitoring</li> </ul>	<p><b>Alternative Assessments:</b></p> <p>When students require an alternative assessment, teachers will collaborate with the grade-level literacy coach to develop an appropriate project, presentation, or oral assessment, customized to individual student needs.</p> <ul style="list-style-type: none"> <li>● Oral Reading Fluency Application</li> <li>● Fluency Assessment</li> <li>● Reader’s Response Sentence Starters</li> <li>● Drawing a Picture to Show Comprehension with Verbal Explanation</li> <li>● Teacher Created/Modified Vocabulary Assessments</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Readers use information and text features to ask and answer questions, deepen comprehension, and better understand nonfiction texts.</li> <li>● Nonfiction and narrative nonfiction texts help us learn about real people, places, and events by presenting information in different ways.</li> <li>● Comparing and contrasting information from multiple texts or sources strengthens our understanding of a topic.</li> <li>● Patterns in the sky—such as the movement of the sun, moon, stars,</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do changes in sunrise and sunset times help us understand Earth’s seasons and climate?</li> <li>● How do human activities, like burning fossil fuels, affect Earth’s climate over time?</li> <li>● What can we learn from observing natural patterns to help protect our planet and its environment?</li> <li>● How can we use information from a text—including text features—to ask and answer questions and better understand nonfiction?</li> <li>● What makes a text nonfiction or narrative nonfiction, and how do these</li> </ul>
--	---

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: English Language Arts
----------	-------------------------------------

<p>and planets—help us make sense of Earth, the solar system, and the universe.</p> <ul style="list-style-type: none"> <li>• Earth’s shape, environment, and climate create conditions that support the survival of plants, animals, and humans.</li> <li>• Human activities influence Earth’s climate, and scientific tools and knowledge help us monitor, protect, and care for our planet.</li> <li>• Astronauts rely on specialized tools, technology, and gear to safely explore and study space.</li> <li>• Astronomers and space explorers from diverse cultures and backgrounds have expanded our understanding of the universe, and recognizing their contributions enriches our perspective.</li> <li>• Stories of real people—like Mae Jemison—teach us about resilience, empathy, inclusion, and the importance of pursuing our dreams despite challenges.</li> <li>• Fairy tales use challenges, promises, and moral choices to communicate cultural values, and these stories can be reinterpreted to promote fairness, empathy, and inclusivity today.</li> </ul>	<p>types of texts help us learn about the world?</p> <ul style="list-style-type: none"> <li>• How can we compare and contrast information from multiple texts or sources to build a deeper understanding of a topic?</li> <li>• What patterns can we observe in the sky—such as the motion of the sun, moon, stars, and planets—and how do these patterns help us understand Earth and the solar system?</li> <li>• How does Earth’s shape, environment, and climate support the survival of plants, animals, and humans?</li> <li>• How do human activities affect Earth’s climate, and how can science help us monitor, protect, and care for our planet?</li> <li>• How have astronomers and space explorers from diverse cultures and backgrounds, including Mae Jemison, contributed to our understanding of the universe?</li> <li>• How can stories of real people—like Mae Jemison—inspire resilience, empathy, inclusion, and the courage to overcome challenges?</li> <li>• How do fairy tales use challenges, promises, and moral choices to reflect cultural values, and how might we reinterpret them today to promote fairness, empathy, and inclusivity?</li> <li>• In what ways do promises, honesty, and moral choices shape the outcomes of these stories?</li> <li>• How do fairy tales reflect the values, norms, and power structures of the societies in which they were created?</li> <li>• How can we reinterpret these stories today to highlight inclusivity, fairness, and empathy across different backgrounds and experiences?</li> </ul>
<p><b>Content:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Earth has an atmosphere around it and outer space is the area beyond it.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to ...</i></p> <p>Foundational Skills:</p>

Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

- We can look at the sky to observe the sun, moon, stars, and clouds.
- The sun seems to move across the sky because Earth is spinning.
- Stars are bright lights in the sky that can look big or small.
- Constellations are star patterns we can find in the night sky.
- Astronomers study space and have made important discoveries about stars and planets.
- Earth's rotation (spin) causes day and night.
- Earth's climate can change over time, and people can help take care of our planet.
- Earth has an atmosphere around it and outer space is the area beyond it.
- Fairy tales often have characters who face problems or challenges.
- Fairy tales usually teach a lesson, or moral, about how to make good choices.
- Different versions of the same fairy tale can have similarities and differences.
- Fairy tales come from different cultures and can show what people in those places value.

- Students working on grade level will use phonics skills to decode and spell words with long vowel patterns, including r-controlled vowels, other vowel teams, diphthongs, silent letters, and common prefixes and suffixes, to read with understanding.
  - Students working below grade level will focus on:
    - blending sounds
    - reading CVC words
    - CVC words with consonant clusters
    - Digraphs
    - VCe
    - Closed/ Open Syllables
    - Long vowel patterns
    - R-controlled vowels
    - Other long vowel patterns

Reading:

- find the topic of a text.
- find important details in a nonfiction text.
- gather information from more than one source.
- compare and contrast two texts on the same topic.
- put events in order by time or logical sequence.
- summarize the main points of nonfiction texts.
- use charts or timelines to organize and show information.

Foundational Writing:

- know how to write informative, opinion, and narrative paragraphs using the SPO to plan their writing.
- know how to use time and sequence words in their writing.
- strengthen their by changing and adding words.

Core Instructional & Supplemental Materials

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

### Suggested Activities/Resources:

- Students will participate in explicit phonics instruction to strengthen decoding skills, word recognition, and reading fluency using the UFLI curriculum within the Walk to Read model.
- Students will participate in a variety of practice activities to reinforce phonics skills, decoding, and word recognition. Activities may include writing on whiteboards, using manipulative letters to build words, reading decodable texts, and writing words or sentences. This multimodal approach allows students to engage kinesthetically, visually, and orally, supporting phonics mastery and early writing skills.
- Students will participate in read-aloud lessons from the Bound Curriculum, utilizing the teacher's guide to discuss the text with peers, summarize key information and details, take notes, analyze the text, and examine craft and structure.
- Students will listen to fairy tales read aloud and participate in guided discussions focused on text-based questions and key vocabulary words. During the discussions, students will practice answering questions with evidence from the text, making connections to story events, and using new vocabulary in context. This activity supports listening comprehension, critical thinking, and oral language development.
- [Lexia Core5](#) is an online literacy program that helps students build reading skills at their own pace. Kids use it to practice phonics, vocabulary, comprehension, and fluency through interactive lessons and games. The

### Read Aloud Text:

- Introduction to the Sun and Space
- The Earth and the Sun
- Stars
- Stargazing and Constellations
- The Moon
- History of Space Exploration and Astronauts
- Exploration of the Moon
- The Solar System, Part 1
- The Solar System, Part 2
- Sleeping Beauty
- Rumpelstiltskin
- Rapunzel
- The Frog Prince, Part 1
- The Frog Prince, Part 2
- Hansel and Gretel, Part 1
- Hansel and Gretel, Part 2
- Jack and the Beanstalk, Part 1
- Jack and the Beanstalk, Part 2

### Supplemental Read Aloud Texts:

- *Mae Among the Stars* by Roda Ahmed

### Decodable Text Resource List

- UFLI
- ReadBright
- Power Readers
- Whole Phonics
- Reading Universe
- Lexia Core 5 Decodable Readers
- Just Right Readers
- TRL Nonfiction Series
- TRL Pip and Tim Series

### Websites:

[UFLI Website](#)  
[Lexia Core 5](#)  
[Amplify](#)  
[www.k12reader.com](http://www.k12reader.com)  
[www.scholastic.com](http://www.scholastic.com)  
[www.Kids.Nationalgeographic.com](http://www.Kids.Nationalgeographic.com)  
[www.Readworks.org](http://www.Readworks.org)  
[Epic: Get 40K+ of the Best Children's Books, Videos & More](#)

## Lakewood Public School District Curriculum Guide

Grade: 1

Content Area: English Language Arts

program adapts to each student's skill level, providing personalized support and immediate feedback, helping them grow confident and independent readers.

- [Amplify](#) hosts a variety of videos and visual resources that support the CKLA curriculum, helping students deepen their understanding of concepts through engaging, interactive media, and it also serves as the platform for administering benchmark assessments (DIBELS 8).
- **Climate Change Example:** Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.
- *Mae Among the Stars* by Roda Ahmed supports **N.J.S.A. 18A:35-4.43** by highlighting the achievements of **Mae Jemison**, the first African American woman in space, and showing her perseverance in the face of discouragement and bias. The book helps students recognize the significant contributions of African Americans in science and space exploration, understand how prejudice creates barriers, and appreciate the importance of representation, equality, and personal responsibility. Through Mae's story, the text meaningfully integrates African American history and achievement into the curriculum—exactly as required by the Amistad legislation.