



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 1

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 1

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
TBD 2022	Michelle Shappiro	Incorporate State Mandates
August 2026	Michelle Shappirio	Alignment to standards & Revision

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Township of Ocean Pacing Guide					
We ek	Marking Period 1	Wee k	Marking Period 2	Wee k	Marking Period 3
1	Start Smart	14	Unit 2 Week 5: Follow the Map	28	Unit 4 Week 6: Extended Writing Poetry
2	Start Smart	15	Unit 2 Week 6: Extended Writing Fantasy	29	Unit 5 Week 1: See It, Sort It
3	Start Smart	16	Unit 3 Week 1: What Time Is It?	30	Unit 5 Week 2: Up in the Sky
4	Unit 1 Week 1: At School	17	Unit 3 Week 2: Watch It Grow!	31	Unit 5 Week 3: Great Inventions
5	Unit 1 Week 2: Where I Live	18	Unit 3 Week 3: Tales Over Time	32	Unit 5 Week 4: Sounds All Around
6	Unit 1 Week 3: Our Pets	19	Unit 3 Week 4: Now and Then	33	Unit 5 Week 5: Build It!
7	Unit 1 Week 4: Let's Be Friends	20	Unit 3 Week 5: From Farm to Table	34	Unit 5 Week 6: Extended Writing Procedural Text
8	Unit 1 Week 5: Let's Move	21	Unit 3 Week 6: Extended Writing Expository Text	35	Unit 6 Week 1: Taking Action
9	Unit 1 Week 6: Extended Writing Personal Narrative	22	Unit 3 Week 6: Extended Writing Opinion Writing	36	Unit 6 Week 2: My Team

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10	Unit 2 Week 1: Jobs Around Town	23	Unit 4 Week 1: Animal Features	37	Unit 6 Week 3: Weather Together
11	Unit 2 Week 2: Buildings All Around	24	Unit 4 Week 2: Animals Together	38	Unit 6 Week 4: Sharing Traditions
12	Unit 2 Week 3: A Community in Nature	25	Unit 4 Week 3: In the Wild	39	Unit 6 Week 5: Celebrate America!
13	Unit 2 Week 4: Let's Help	26	Unit 4 Week 4: Insects!	40	Unit 6 Week 6 Extended Writing Opinion Writing
		27	Unit 4 Week 5: Working with Animals		

Climate Change

- Unit 1 Week 2: What is it like where you live?
- Unit 2 Week 2: What buildings do you know? What are they made of?
- Unit 2 Week 3: Where do animals live together?
- Unit 3 Week 2: How do plants change as they grow?
- Unit 3 Week 5: How do we get our food?
- Unit 4 Week 2: How do animals help each other?
- Unit 4 Week 3: How do animals survive in nature?
- Unit 4 Week 4: What insects do you know about? How are they alike and different?
- Unit 6 Week 3: How can weather affect us?

Diversity, Equity, & Inclusion

- Unit 1 Week 1: What do you do at your school?
- Unit 1 Week 4: What do friends do together?
- Unit 2 Week 4: How do people help out in the community?
- Unit 6 Week 1: How can we work together to make our lives better?
- Unit 6 Week 2: Who helps you?
- Unit 6 Week 4: What traditions do you know about?

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COURSE: ELA Grade 1

- Unit 6 Week 5: Why do we celebrate holidays?

Core Instructional & Supplemental Materials including various levels of Texts

- Wonders Reading/Writing Companion
- Wonders Literature Big Books
- Wonders Literature Anthology
- Wonders Literature Big Books
- Wonders Interactive Read-Aloud Cards
- Wonders Decodable Readers
- Wonders Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- Wonders Leveled Reader Lesson Cards
- Wonders Practice Book Blackline Masters
- Wonders Visual Vocabulary Cards
- Wonders Center Activity Cards
- Wonders Retelling Cards
- Wonders Sound-Spelling Cards
- Wonders High-Frequency Word Cards
- Wonders Photo Cards
- Wonders Running Records
- Wonders Sills-Based Online Games
- Wonders Differentiated Genre Passages
- Wonders Content Area Reading Blackline Masters
- ReadWorks.org
- WonderWorks Intervention
- Orton-Gillingham Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- IXL online subscription
- Reading A-Z
- Reading Eggs
- Variety of trade books related to the essential questions
- Pebble Go for research and inquiry
- Leveled Literacy Intervention (LLI)

Time Frame	3 weeks
Topic	

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Start Smart

What do I need to grow into a critical reader, writer, and thinker?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Print Concepts

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

Phonological Awareness

- 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.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).

Foundational Skills: Writing Language:

- 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.

Reading:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization

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COURSE: ELA, Grade 1

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.

Writing:

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
 - A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
- 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.

Speaking and 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 care, speaking one at a time 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- understand how a sentence is organized.
- identify the first word of a sentence.
- identify the capitalization used to begin the sentence.
- identify the various types of end punctuation.
- produce the sound for each letter and blend to make a word.
- discern letter sounds at the beginning, middle, and end of words.
- take apart a word by sounds.
- pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words.
- determine each phoneme of spoken one-syllable words.

Foundational Skills: Reading Language

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COURSE: ELA Grade 1

- Build Background-Oral Language-Daily Warm-Up
- Concepts of Print (Directionality, Concept of a Sentence, Concept of a Word, Book Handling, Capitalization, End Punctuation, Word Spaces, Parts of a Book, Periods, Pronoun I, Return Sweep, Title Page, Print-to-Speech Match, Word Length, Sentence Boundaries, Quotation Marks, Italics, Repetition of Letters, Sound-Letter Correspondence, Sentence Lengths,
- Word Work
 - Phonemic Awareness-Phoneme Identity, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation,
 - Phonological Awareness-Onset and Rime, Syllable Segmentation, Rhyme
 - Phonics-introduce /m/m/, /s/s/, Short a, /p/p/, /t/t/, /n/n/, /r/r/, Short i, /k/c/, /f/f/, Short o, /d/d/, /h/h/, Short e, /b/b/, /l/l/, /k/k/, ck, Short u, /g/g/, /w/w/, /ks/x/, /v/v/, /kw/qu/, /j/j/, /y/y/, /z/z
 - High Frequency Words:Read/Spell/Write Routine
 - I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was,

Foundational Skills: Writing Language

Students will

- write uppercase and lowercase letters of the alphabet

Foundational Skills: Writing Language

- Practice Book Blackline Masters Practice Pages

Reading Literature/Informational Text

Students will

- describe texts that are read, using various points (e.g., pictures, descriptions, etc).
- identify the similarities and differences of two texts on the same topic
- use various points of comparison (e.g.; pictures, descriptions, etc).

Reading Literature/Informational Text

- Listening Comprehension
 - Share the Rhyme-Build Background, Read the Selection, Respond
 - Read the Read Aloud
 - Genre (Fiction, Informational Text/Nonfiction)
 - Strategy: Ask and Answer Questions, Reread, Visualize,
 - Skill: Details
 - Respond to Literature

Writing

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COURSE: ELA, Grade 1

Students will

- focus on a topic.
- respond to questions and suggestions from peers
- add details to strengthen writing as needed
- express an opinion on a topic
- include a reason to support the opinion
- provide closure

Writing

- Shared and Interactive Writing
 - Write About the Text-Brainstorm and write (use sentence frames)

Speaking and Listening

Students will

- ask and answer questions about a text read aloud or information through other media to better student understanding.
- practice asking questions for clarification of key details.
- actively listen to presented information to answer questions.

Speaking and Listening

- Listening Comprehension
 - Text Connections-Make Connections, Engage in Collaborative Conversations

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Benchmark:

- IXL Level Up
- DIBELS 8 Subtests
 - Letter Naming Fluency (LNF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency-Correct Letter Sounds & Words Recoded Correctly (NWF-CLS & NWF-WRC)

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COURSE: ELA Grade 1

- o Word Reading Fluency (WRF)
- o Oral Reading Fluency-Words Correct & Accuracy (ORF-WC & ORF-ACC)

Interdisciplinary Connections

Social Studies

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: What are our class procedures and rules?
- **Read & Respond to a Variety of Texts**
 - o Nursery Rhyme "1,2 Buckle My Shoe"
 - o Nursery Rhyme "Mary Had a Little Lamb"
 - o Fairy Tale "Jack and the Beanstalk"
 - o Fairy Tale "The Three Billy Goats Gruff"
 - o Informational Text "Work, Play, and Learn Together"
 - o Informational Text "How Do We Get Around Today?"
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Career Readiness, Life Literacies, and Key Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when learning about class procedures and rules.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- Students will identify the basic features of a digital device and explain its purpose when navigating Chromebooks to access ConnectEd, Google Classroom, and Reading Eggs.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool**

Career Education

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COURSE: ELA Grade 1

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about class procedures and rules.
- CRP4. Students will communicate clearly and effectively and with reason when learning rules for engaging in collaborative conversations with their peers.

Time Frame	6 weeks
Topic	
Unit 1 Big Idea: Getting to Know Us What makes you special?	
Alignment to NJSLs	
English Language Arts Foundational Skills: Reading Language: Print Concepts ● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness ● 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. ○ D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ○ B. Decode regularly spelled one-syllable words. ○ D. Distinguish long and short vowels when reading regularly spelled one-syllable words. ○ 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.	

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COURSE: ELA, Grade 1

Fluency

- 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.

Foundational Skills: Writing Language

- 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.

Spelling

- 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.
 - C. Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

- 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.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - 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.
- 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.

Reading:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g.,

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who, what, where, when, why, how).

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. 🌱
- 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).

Writing:

- 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.
 - 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

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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, 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.

Speaking and 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 care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

- Concepts of Print (Book Handling, Track Print and Return Sweep, Labels)
- Phonological Awareness
 - Alliteration
 - Contrast vowel sounds
 - Identify and generate rhyme
- Phonemic Awareness
 - Phoneme Isolation

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COURSE: ELA, Grade 1

- Phoneme Blending
- Phoneme Categorization
- Phoneme Segmentation
- Phoneme Substitution
- Phoneme Deletion
- Phonics
 - Introduce, blend, and build words with short a, short i, l-blends, short o, r-blends, s-blends
- Structural analysis
 - Inflectional Ending -s
 - Double final consonants
 - Plural Nouns -s
 - Alphabetical order
 - Possessives
- Read and perform Readers' Theatre with fluency and expression

Foundational Skills: Writing Language

- Develop Oral Language-Define/Example/Ask routine
- Daily Handwriting
 - Teach handwriting model for Aa, li, Ll, Oo,
- Sort and spell words with short a, short i, l-blends, r-blends, s-blends
- Practice short a, short i, short o word families
- Practice high frequency words
- Build fluency: word automaticity
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Recognize the distinguishing features of a sentence.
- Make and identify complete sentences.
- Form and use complete simple sentences that begin with a capital letter.
- Say sentences with the correct word order.
- Produce and expand complete simple and compound declarative and interrogative sentences in response to prompts.
- Use end punctuation for sentences.
- Produce and expand complete simple and compound exclamatory sentences in response to prompts.
- Add exclamation marks to interjections.

Reading Literature

Students will

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COURSE: ELA, Grade 1

- reread to develop fluency
- identify key details in a story
- review story predictions/retell the selection
- find text evidence from story for deeper understanding
- make connections to story characters
- identify and understand components of different genres: realistic fiction, fantasy
- identify illustrator's craft: how do you know where the story takes place?
- identify illustrator's craft: how does the illustration give information to help you understand the story?
- use words and illustrations to retell the story
- identify author's craft:
 - How do illustrations help you understand the story?
 - How does punctuation help you understand the character?
 - word choice
 - Why is the title appropriate for the story?
 - How do you know how the character feels in the story?
 - What do exclamations in a sentence help us know?
 - How does the author use words to know how a character is feeling?
- ask and answer questions during story to help with understanding
- identify rhyme in a poem
- compare two texts for likenesses and differences
- Connect to essential question
- Strategy: Visualize the text
- Respond to the Text: Retelling and Fluency (Phrasing)

Reading Informational Text

- Connect to essential question
- Text feature: photographs gives information about the text, bold print helps find facts in story,
- Close reading: compare texts about school, where you live,
- Skill: pick out key details about importance of school rules
- Use pictures and words to think aloud and visualize what is happening
- Make connections to real world
- Text feature: illustrations and photographs have labels-words or phrases that name the things in them
- Strategy: ask and answer questions about the text
- Text feature: diagrams are pictures with labels that name parts of something and help us locate information

Writing

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- With guidance and support from adults focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Self-select writing activity and topics.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- Work through the writing process to write a personal narrative about an important event in their lives.
 - Analyze an expert model of a personal narrative
 - Brainstorm and plan a personal narrative
 - Draft a personal narrative
 - Revise drafts to include a strong concluding statement
 - Edit drafts
 - Publish personal narratives
 - Present and evaluate personal narratives
- Research and Inquiry Project:
 - School Poll
 - Neighborhoods
 - Our Pets
 - Friends Poll
 - Sports

Speaking and Listening

Students will

- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.

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COURSE: ELA, Grade 1

- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Assessments
- Spelling/Dictation Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do you do at your school?
- **Read & Respond to a Variety of Texts**
 - *This School Year Will Be the Best!*
 - *School Around the World*
 - *Nat and Sam*
 - *Jack Can*
 - "Rules at School"
- **Research and Inquiry Projects**
 - We can take a poll to gather information about how to improve school.

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DEPARTMENT: English

COURSE: ELA, Grade 1

- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What is it like where you live?
- **Read & Respond to a Variety of Texts**
 - *Alicia's Happy Day*
 - *City Mouse, Country Mouse*
 - *Go, Pip!*
 - *Six Kids*
 - "A Surprise in the City"
- **Research and Inquiry Projects**
 - We can interview a classmate to gather information about his or her neighborhood.
- 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.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What do friends do together?
- **Read & Respond to a Variety of Texts**
 - *Friends All Around*
 - *Games Long Ago*
 - *Toss, Kick, Hop!*
 - *Friends*
 - "There Are Days and There Are Days"
- **Research and Inquiry Projects**
 - We can take a poll to gather information about activities we do with friends.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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COURSE: ELA, Grade 1

Visual and Performing Arts

- **Reader's Theater**
 - ***Look at Me Now***
- 1.1.2.C.2 - Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.)

Career Readiness, Life Literacies, and Key Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when learning about rules in their school and getting along with friends.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- Students will identify the basic features of a digital device and explain its purpose when navigating Chromebooks to access ConnectEd, Google Classroom, and Reading Eggs.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool**
- For research and inquiry projects, students will use digital tools and online resources to explore a problem or issue.
- **9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.**
- Students will begin to develop an understanding of ownership of print and nonprint information when conducting research on Pebble Go or when learning about authors and illustrators.
- **9.4.2.DC.1: Explain differences between ownership and sharing of information.**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee

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COURSE: ELA, Grade 1

when reading and responding to a variety of texts about rules in school and getting along with friends.

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.

Time Frame	6 weeks
Topic	
Unit 2 Big Idea: Our Community What makes a community?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Print Concepts</i> ● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <i>Phonological Awareness</i> ● 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. ○ C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <i>Phonics and Word Recognition</i> ● 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. ○ 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	

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COURSE: ELA, Grade 1

parts that are irregular.

Fluency

- 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.

Foundational Skills: Writing Fluency

- 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.

Spelling

- 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).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- 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.
- 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

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COURSE: ELA, Grade 1

or appeal to the senses.

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

Reading:

- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations,

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COURSE: ELA, Grade 1

descriptions, or procedures).

Writing:

- 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.
- 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.
- 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, 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.

Speaking and 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

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COURSE: ELA, Grade 1

- with care, speaking one at a time about the topics and texts under discussion).
- o B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- o 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

- Concepts of Print (Ellipses and Dashes, quotations, distinguish sentences, Special Text Treatments, and Reading Sentences Across Pages)
- Read and perform Readers' Theater with fluency and expression.
- Phonemic Awareness
 - o Phoneme Blending
 - o Phoneme Isolation
 - o Phoneme Categorization
 - o Phoneme Identity
 - o Phoneme Substitution
 - o Phoneme Addition
- Phonological Awareness
 - o Identify and Generate Rhyme
- Phonics
 - o Introduce, blend and build words with Short e, Short u, end blends, th, sh, -ng, ch, -tch, wh, and ph.
- Structural Analysis
 - o Inflectional Ending -ed, -ing, es
 - o Contractions with's
 - o Closed Syllables

Foundational Skills: Writing Language

- Develop Oral Language-Define/Example/Ask routine
- Spell words with short e, short u, end blends, th, sh, -ng, ch, -tch, wh, and ph.
- Practice high frequency words
- Capitalize proper nouns.

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COURSE: ELA, Grade 1

- Capitalize first words in a sentence and end sentences with period.
- Daily Handwriting
 - Teach uppercase and lowercase Ee, Uu using the Handwriting models
- Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- Use common, proper, and possessive nouns.
- Produce complete sentences when appropriate to task and situation.
- Use commas to separate single words in a series.
- Form contractions with 's.
- Fix contractions in sentences.
- Capitalize dates and names of people.
- Form and use irregular plural nouns.

Reading Literature

- Connect literature to essential question
- Identify and understand components of different genres: (Realistic Fiction, Fantasy)
- Make and confirm predictions
- Respond to the text: Retelling and Fluency (Intonation)
- Review high frequency words and spelling patterns
- Reread to gain understanding
- Reread to develop fluency
- Identify character, setting, and events
- Identify illustrator's craft-How do illustrations give clues about the text?
- Identify author's craft-How does word choice provide meaning to the story's message?
- Identify author's craft-How does dialogue give clues about characters' point of view?
- Identify the author's purpose for writing a text.
- Identify the key details of a story.
- Use context clues to develop meanings for words
- Retell stories in their words capturing the key details.
- Explain the story's central idea or message.
- Recognize repetition within text.
- Compare texts for similarities.

Reading Informational Text

- Identify and understand components of different genres: informational text/nonfiction
- Use labels to gain information from informational text.

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COURSE: ELA, Grade 1

- Make and confirm predictions.
- Compare information between texts.
- Identify the main topic and key details from text.
- Make connections between text and life experiences.
- Use captions to gain information about text.
- Understand and use a list within informational text.
- Identify Author's Craft: How do photographs compliment text to build understanding?
- Reread selection to check for understanding.
- Ask and answer Questions while reading text to improve comprehension.

Writing

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- With guidance and support from adults focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Ask and answer questions about key details in information presented orally.
- Self-select writing activity and topics.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write in response to texts.
- Use a variety of digital tools to produce and publish writing, including collaboration with peers.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
 - Analyze an expert model of a fantasy
 - Brainstorm and plan a fantasy
 - Draft a fantasy
 - Revise drafts to include a strong concluding statement
 - Edit drafts
 - Publish fantasy writing
 - Present and evaluate fantasy writing
- Research and Inquiry Projects:
 - Interview a Community Worker
 - Buildings
 - Animal Homes
 - Interview a Helper

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COURSE: ELA, Grade 1

- Make a Map

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions
 - Generate words and phrases related to the Essential Question
- Present research and writing using speaking and listening checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Assessments
- Spelling/Dictation Tests

Benchmark:

- DIBELS 8 Subtests
 - Letter Naming Fluency (LNF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency-Correct Letter Sounds & Words Recoded Correctly (NWF-CLS & NWF-WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct & Accuracy (ORF-WC & ORF-ACC)
- IXL Level Up

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities:

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COURSE: ELA, Grade 1

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What jobs need to be done in a community?
- **Read & Respond to a Variety of Texts**
 - "Jobs Around Town"
 - *Millie Waits for the Mail*
 - "Good Job, Ben!"
 - *The Red Hat*
- **Research and Inquiry Project**
 - We can interview someone to gather information about jobs in a community.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What buildings do you know? What are they made of?
- **Read & Respond to a Variety of Texts**
 - "The Three Little Pigs"
 - *The 3 Little Dassies*
 - "Cubs in a Hut"
 - *The Pigs, the Wolf, and the Mud*
- **Research and Inquiry Project**
 - We can do research to gather information about buildings.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people help out in the community?
- **Read & Respond to a Variety of Texts**
 - "Luis's Library"
 - *The Story of Martin Luther King, Jr.*
 - "Thump Thump Helps Out"
 - *Nell's Book*
- **Research and Inquiry Project**

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COURSE: ELA, Grade 1

- o We can interview a classmate to find out how they help in the classroom.

- 6.1.2.Civics.PI.4: Explain how all people, not just official leaders, play important roles in a community.

Week 5

- **Build Background & Engage in Collaborative Conversations**

- o Essential Question: How can you find your way around?

- **Read & Respond to a Variety of Texts**

- o "Map It"
- o *Me on the Map*
- o "Which Way on the Map?"
- o *Fun with Maps*

- **Research and Inquiry Project**

- o We can make a map of a room in our school.

- 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).

Science Learning Activities

Week 3

- **Build Background & Engage in Collaborative Conversations**

- o Essential Question: Where do animals live together?

- **Read & Respond to a Variety of Texts**

- o "Animals in the Desert"
- o *Babies in the Bayou*
- o "The Best Spot"
- o *At a Pond*

- **Research and Inquiry**

- o We can research an animal and where it lives.

- 1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Visual and Performing Arts

- **Reader's Theater**

- o *I Speak, I Say, I Talk*

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COURSE: ELA, Grade 1

- 1.1.2.C.3 - Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Career Readiness, Life Literacies, and Key Skills

- When reading and responding to texts and discussing the essential question in Unit 2 Week 1, students will identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.**
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- Students will identify the basic features of a digital device and explain its purpose when accessing Google Classroom, ConnectEd, Reading Eggs, and Pebble Go.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid or Google Slides.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.
- CRP1. Students will act as a responsible and contributing citizen and employee when creating a list of ways to improve their classroom.

Time Frame

7 weeks

Topic

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COURSE: ELA, Grade 1

Unit 3 Big Idea: Changes Over Time What can happen over time?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonological Awareness

- 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.
 - 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.

Phonics and Word Recognition

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - 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.

Fluency

- 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.

Foundational Skills: Writing Language

- 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.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.

Sentence Composition (Grammar, Syntax, and Punctuation)

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DEPARTMENT: English

COURSE: ELA, Grade 1

- 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.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. statements, using conventional word order.
- 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.

Reading:

- 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.
- 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.
- 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.
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. 

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COURSE: ELA, Grade 1

- 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).

Writing:

- 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.
- 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.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - C. Use transitional words to manage the sequence of 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, 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.

Speaking and 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. 
 - 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.

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DEPARTMENT: English

COURSE: ELA, Grade 1

- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

- Concepts of Print (Capitalization and Punctuation, Punctuation Within Sentences, Quotation Marks/Text Styles, Reading Sentences Across Pages, Special Text Treatments)
- Phonemic Awareness
 - Phoneme Identity
 - Phoneme Addition
 - Phoneme Blending
 - Phoneme Isolation
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
- Phonics
 - Introduce, blend, and build words with long *a*: *a_e*, long *i*: *i_e*, soft *c*; soft *g*, *dge*, /o/o_e, /u/u_e, /e/e_e, /u/oo, u
- Phonological Awareness
 - Recognize and generate alliteration
 - Identify and generate rhyme
- Structural Analysis
 - Contractions with *not*
 - Plurals
 - Inflectional Endings *-ed*, *-ing*
 - CVC Syllables
- Read and perform Readers' Theatre with fluency and expression

Foundational Skills: Writing Language

- Develop Oral Language-Define/Example/Ask routine
- Daily Handwriting

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COURSE: ELA Grade 1

- Teach handwriting model for Dd, Vv, Yy, Ww
- Sort and spell words with long a: a_e, long i: i_e, soft c; soft g, dge, /o/o_e, /u/u_e, /e/e_e, /u/oo, u
- Practice long a: a_e, long i: i_e, soft c; soft g, dge, /o/o_e, /u/u_e, /e/e_e, /u/oo, u word families
- Practice high frequency words (Read/Spell/Write Routine)
- Build fluency: word automaticity
- Orally generate complete sentences
- Orally generate exclamation and question sentences
- Correct sentences using proper end punctuation
- Use verbs to convey a sense of past, present, and future.
- Use commas in dates and to separate single words in a series.
- Produce complete sentences when appropriate to task and situation.
- Use singular and plural nouns with matching verbs in basic sentences.
- Capitalize and underline a title.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Form contractions with *not*.

Reading Literature

- Connect to essential question
- Skill: Character, Setting, Plot, Plot Sequence, Plot/Cause and Effect
- Strategy: Make and confirm predictions
- Literary Element: Rhyme, Repetition
- Respond to the Text: Retelling and Fluency (Phrasing, Expression)
- Strategy: Reread
- Identify author's craft: point of view, genre, word choice, character, dialogue, punctuation, rhythm and rhyme, repetition, plot
- Review story predictions/retell the selection
- Find text evidence from story for deeper understanding
- Make connections to story characters
- Identify and understand components of different genres: fantasy, play, folktale
- Identify illustrator's craft: repetition
- Identify illustrator's craft: how does the illustration give information to help you understand the story?

Reading Informational Text

- Connect to essential question
- Strategy: Make and confirm predictions
- Skill: Key Details, Connections Within Text Compare and Contrast,

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COURSE: ELA, Grade 1

Connections Within Text/Sequence

- Identify author's craft: text structure, photographs, repetition, title
- Respond to the Text: Retelling and Fluency (Intonation)
- Genre: Informational Text/Nonfiction
- Text feature: bold print, diagrams, captions, charts
- Interpret information presented visually
- Close reading: compare texts
- Make connections to real world

Writing

- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Self-select writing activity and topics.
- Write opinion pieces in which they name the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Write expository, or informative, texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 - Analyze an expert model of an expository text
 - Brainstorm and plan an expository text
 - Draft an expository text
 - Edit drafts
 - Present and evaluate expository text
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
 - Analyze an expert model of an opinion text.
 - Brainstorm and plan an opinion text.
 - Draft an opinion text.
 - Revise and edit drafts.
 - Present and evaluate the opinion text. .
- Research and Inquiry Projects:
 - Interview a Classmate
 - Plants Grow

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DEPARTMENT: English

COURSE: ELA, Grade 1

- Folktales
- Interview a Teacher
- Foods

Speaking and Listening

Students will

- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using a speaking and listening checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests
- Spelling/Dictation Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

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COURSE: ELA, Grade 1

Interdisciplinary Connections

Science

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we measure time?
- **Read & Respond to a Variety of Texts**
 - "Measuring Time"
 - *A Second Is a Hiccup*
 - "Nate the Snake is Late"
 - *On My Way to School*
- **Research and Inquiry Project**
 - We can interview classmates to gather information about their day.
- SCI.1-ESS1-2 - Make observations at different times of year to relate the amount of daylight to the time of year.

Social Studies

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How is life different than it was long ago?
- **Read & Respond to a Variety of Texts**
 - "Pioneers"
 - *The Last Train*
 - "Life at Home"
 - *Long Ago and Now*
- **Research and Inquiry Project**
 - We can interview someone to learn about their school life.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we get our food?

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COURSE: ELA, Grade 1

- **Read & Respond to a Variety of Texts**
 - "The Little Red Hen"
 - *Where Does Food Come From?*
 - "A Look at Breakfast"
 - *From Cows to You*
- **Research and Inquiry Project**
 - We can research to learn about a food item.
- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities

Visual and Performing Arts

- **Reader's Theater**
 - *Shadow Dance*
- 1.1.2.C.3 - Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Career Readiness, Life Literacies, and Key Skills

- Students will investigate both traditional and nontraditional careers and relate information to personal likes and dislikes when learning about how we get our food and where food comes from.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid or Google Slides.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**

Career Education

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COURSE: ELA, Grade 1

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.

Time Frame	6 weeks
Topic	
Unit 4 Big Idea: Animals Everywhere What animals do you know about? What are they like?	
Alignment to Standards	
English Language Arts Foundational Skills: Reading Language: Print Concepts ● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness ● 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. ○ D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ○ 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. ○ G. Recognize the parts of high-frequency words that are regular and the	

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DEPARTMENT: English

COURSE: ELA, Grade 1

parts that are irregular.

Fluency

- 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.

Foundational Skills: Writing Language:

- 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.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.

Sentence Composition (Grammar, Syntax, and Punctuation)

- 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.
 - 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.
- 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.

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COURSE: ELA, Grade 1

- 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.

Reading:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- 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.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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DEPARTMENT: English

COURSE: ELA, Grade 1

Writing:

- 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.
- 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.
- 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, 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.

Speaking and 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 care, speaking one at a time about the topics and texts under

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COURSE: ELA, Grade 1

- discussion).
- o B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- o 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.
- SSL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- decode regularly spelled one-syllable words.
- identify rhyming words.
- isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- recognize and generate initial sound alliteration.
- recognize and read grade-appropriate irregularly spelled words.
- orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Foundational Skills: Reading Language

- Phonemic Awareness
 - o Phoneme Categorization
 - o Phoneme Identity
 - o Phoneme Blending
 - o Phoneme Segmentation
 - o Phoneme Substitution
 - o Phoneme Deletion
 - o Phoneme Addition
 - o Contrast Sounds
- Phonics
 - o Introduce, blend, and build words with long a: a, ai, ay, long e: e, ee, ea, ie, long o: o, oa, ow, oe, long i: i, y, igh, ie, long e: y, ey
- Phonological Awareness
 - o Identify and generate rhyme
- Structural Analysis

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DEPARTMENT: English

COURSE: ELA, Grade 1

- Alphabetical Order
- Prefixes re-, un-, -pre-
- Open Syllables
- Inflectional Endings
- Compound Words
- Read and perform Readers' Theatre with fluency and expression.
- Fluency: Intonation, Expression, Phrasing

Foundational Skills: Writing Language

Students will

- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- identify complete sentences
- capitalize first word in a sentence
- Use verbs to convey a sense of past, present, future.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Produce complete sentences when appropriate to task and situation.
- Demonstrate correct use of *has* and *have*.
- Use singular and plural nouns with matching verbs in basic sentences.
- Capitalize names of people.
- Use end punctuation for sentences.
- Demonstrate correct use of *see* and *saw*.
- Identify and underline titles of books.
- Form and use a sentence with an adverb that tells when.
- Use commas to separate single words in a series.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Foundational Skills: Writing Language

- Develop Oral Language-Define/Example/Ask routine
- Vocabulary Strategies: Use a Dictionary, Context Clues/Sentence Clues, Word Categories, Root Words
- Daily Handwriting
 - Teach handwriting model for Nn, Gg, Pp, Ss, Mm
- Sort and spell words with long a: a, ai, ay, long e: e, ee, ea, ie, long i: i, y, igh, ie, long e: y, ey
- Practice high frequency words (Read/Spell/Write Routine)

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DEPARTMENT: English

COURSE: ELA Grade 1

- Build fluency: word automaticity
- Mechanics: Apostrophe with Contractions, Capitalization and End Punctuation, Capitalize Proper Nouns, Titles of Books, Commas in a Series

Reading Literature/Informational Text

Students will

- cite relevant evidence from text.
- ask and answer questions about key details.
- retell the text.
- connect to essential question
- identify author's craft: word choice, dialogue, text structure
- review story predictions/retell the selection
- find text evidence from story for deeper understanding
- make connections to story characters
- identify and understand components of different genres: fantasy, folktale
- identify illustrator's craft: details, point of view

Reading Literature

- Skill: Plot/Sequence, Plot/Cause and Effect, Point of View
- Strategy: Ask and answer questions
- Connections Within Text: Compare and Contrast
- Literary Element: Sensory Words
- Respond to the Text: Retelling and Fluency (Phrasing, Expression)
- Strategy: Reread

Reading Informational Text

- Connect to essential question
- Strategy: Ask and answer questions, visualize
- Skill: Main Idea and Key Details, Connections Within Text: Sequence
- Identify author's craft: text structure, photographs, repetition, word choice
- Genre: Informational Text/Nonfiction
- Text feature: captions, charts, headings
- Make connections to real world

Writing

Students will

- increase writing fluency by responding to prompts.
- write about the text.
- use text evidence to respond in writing
- use text evidence and illustrations to make inferences.
- use correct word order, punctuation and complete sentences.

Writing

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COURSE: ELA, Grade 1

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Self-select writing activity and topics.
- Write opinion pieces in which they introduce the topic, or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Work through the writing process to write a poem about their favorite animal.
 - Analyze an expert model of a poem
 - Brainstorm and plan a poem
 - Draft a poem
 - Edit drafts
 - Present and evaluate the poem
- Research and Inquiry Projects:
 - Animal Bodies
 - Animal Teams
 - Life Cycles of Wild Animals
 - Insects
 - Animal Care

Speaking and Listening

Students will

- engage in collaborative conversations about the essential question
- retell and discuss stories
- present information

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for

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DEPARTMENT: English

COURSE: ELA, Grade 1

understanding

- Present research and writing using speaking and listening checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests
- Spelling/Dictation Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do animals' bodies help them?
- **Read & Respond to a Variety of Texts**
 - "The Elephant's Child"
 - "Snail and Frog Race"
 - *Little Rabbit*
 - *Animals Can Go Fast*
- **Research and Inquiry Project**
 - We can do research to gather information about an animal's body
- SCI.1-LS1-2 - Read texts and use media to determine patterns in behavior of

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DEPARTMENT: English

COURSE: ELA, Grade 1

parents and offspring that help offspring survive.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do animals help each other?
- **Read & Respond to a Variety of Texts**
 - "Animals Working Together"
 - "A Team of Fish"
 - *Animal Teams*
 - "Busy as a Bee"
- **Research and Inquiry Project**
 - We can do research to gather information about animal teams.
- SCI.1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do animals survive in nature?
- **Read & Respond to a Variety of Texts**
 - "Animals in Winter"
 - "Go Wild!"
 - *Vulture View*
 - "When It's Snowing"
- **Research and Inquiry Project**
 - We can research an animal and its life cycle.
- SCI.1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What insects do you know about? How are they alike and different?
- **Read & Respond to a Variety of Texts**
 - "Insect Hide and Seek"
 - "Creep Low, Fly High"

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DEPARTMENT: English

COURSE: ELA, Grade 1

- o *Hi! Fly Guy*
 - o "Meet the Insects"
- **Research and Inquiry Project**
 - o We can compare two insects.
- SCI.1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Visual and Performing Arts

- **Reader's Theater**
 - o *Fooba Wooba John*
- 1.1.2.C.3 - Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
- 1.1.2.C.1 - Identify basic elements of theatre and describe their use in a variety of theatrical performances.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about working with animals.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- When completing research and inquiry projects, students will illustrate and communicate original ideas and stories using multiple digital tools and resources.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**
- For research and inquiry projects, students will use digital tools and online resources to explore a problem or issue.
- **9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.**
- Students will begin to develop an understanding of ownership of print and nonprint information when conducting research on Pebble Go or when learning about authors and illustrators.

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DEPARTMENT: English

COURSE: ELA, Grade 1

- **9.4.2.DC.1: Explain differences between ownership and sharing of information.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.

Time Frame	6 weeks
Topic	
Unit 5 Big Idea: Figure It Out How can we make sense of the world around us?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Print Concepts</i> ● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <i>Phonological Awareness</i> ● 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. ○ B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <i>Phonics and Word Recognition</i> ● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. ○ 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. <i>Fluency</i> ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	

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COURSE: ELA, Grade 1

- o A. Read grade-level text with purpose and understanding.
- o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

- L.WF.1.1. Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
 - o A. Write the upper and lowercase alphabets from memory.
 - o C. Orally segment the phonemes in any single syllable, spoken word.
 - o D. Recognize that each syllable is organized around a vowel sound.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - o A. Write sentences with increasing complexity.
 - o C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - o D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - o F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - o G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - o H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - o 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.
 - o A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - o 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.
 - o A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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DEPARTMENT: English

COURSE: ELA Grade 1

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

Reading:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- 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).
- 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).

Writing:

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

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COURSE: ELA, Grade 1

- 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.
- 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.
- 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, 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.

Speaking and 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 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.

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COURSE: ELA, Grade 1

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

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- decode regularly spelled one-syllable words.
- recognize and read grade-appropriate irregularly spelled words.
- demonstrate understanding of the organization and basic features of print.
- isolate and pronounce initial, medial, and final sounds (phonemes) in spoken single-syllable words.
- Identify and generate rhyming words

Foundational Skills: Reading Language

- Phonemic Awareness
 - Phoneme Categorization
 - Phoneme Isolation
 - Phoneme Blending
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
 - Phoneme Addition
- Phonics
 - Introduce, blend, and build words with /ar/ar, /ur/er, ir, ur, or, /or/or, ore, oar, diphthongs ou, ow, diphthongs oi, oy
- Phonological Awareness
 - Contrast Vowel Sounds
 - Identify and Generate Rhyme
- Structural Analysis
 - Irregular Plurals
 - Inflectional Ending -er, -est
 - Abbreviations
 - Final Stable Syllables
- Read and perform Readers' Theatre with fluency and expression.
- Fluency: Phrasing: Commas, Intonation: Exclamations, Expression: Read Patterns
- Build Fluency: Word Automaticity

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COURSE: ELA, Grade 1

Foundational Skills: Writing Language

Students will

- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- use common, proper, and possessive nouns.
- recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- form contractions

Foundational Skills: Writing Language

- Develop Oral Language-Define/Example/Ask routine
- Vocabulary Strategies: Context Clues/Multiple Meanings, Shades of Meaning/Intensity, Prefixes, Suffixes, Inflectional Endings
- Daily Handwriting
 - Teach handwriting model for Hh, Kk, Rr, Xx
- Sort and spell words with /ar/ar, /ur/er, ir, ur, or, diphthongs ou, ow, diphthongs oi, oy
- Practice high frequency words (Read/Spell/Write Routine)
- Grammar: Join Sentences with *and, but, or, so, because*, Joining Sentences, Adjectives, Adjectives That Compare, Using *A* and *An*, Using *This* and *That*, Prepositions and Prepositional Phrases
- Mechanics: Capitalize Proper Nouns, Capitalization and End Marks, Capitalize Days, Months, and Holidays, Capitalize/Underline Book Titles, Abbreviations
- Use frequently occurring conjunctions.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Produce complete sentences when appropriate to task and situation.
- Use frequently occurring adjectives.
- Use end punctuation for sentences.
- Use determiners (e.g., articles, demonstratives).

Reading Literature/Informational Text

Students will

- confirm predictions about what will happen next in a text
- understand and recognize a variety of genres
- ask and answer questions about key details in a text read aloud or information presented orally or through other reading.

Reading Literature

- Connect to essential question
- Skill: Point of View, Plot: Sequence, Plot/Cause and Effect, Plot/Problem and

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COURSE: ELA Grade 1

Solution

- Strategy: Make and Confirm Predictions, Ask and Answer Questions
- Connections Within Text: Problem and Solution
- Literary Element: Alliteration
- Identify author's craft: dialogue, word choice, point of view, repetition, illustrations
- Identify and understand components of different genres: fantasy, realistic fiction

Reading Informational Text

- Connect to essential question
- Strategy: Ask and Answer Questions
- Skill: Main Idea and Key Details
- Identify author's craft: organization, , word choice, events,
- Illustrator's Craft: Focus on Collage
- Genre: Informational Text/Biography, Informational Text/Nonfiction
- Connections Within Text: Sequence, Cause and Effect
- Text features: photographs and illustrations, captions, directions
- Make connections to real world

Writing

Students will

- increase writing fluency by responding to prompt.
- write about the text.
- use text evidence to respond in writing
- use text evidence and illustrations to make inferences.
- use correct word order, punctuation and complete sentences.
- conduct short research on unit topic.

Writing

- Analyze the Student Models (Complete Sentences, Describing Details, Words that Join, Adjectives, Describing Words, Clues, Facts, Time-Order Words, Adjectives That Compare, Using *A*, *An*, *This*, and *That*, Concluding Sentence, Topic, Reasons, Prepositions)
- Peer review writing and proofread/edit
- Final draft of writing to share
- Publish and present student writing..
- Write opinion text: sentence fluency (complete sentences), organization (topic)
- Write informative text: word choice (describing words, time-order words)
- Write narrative text: sentence fluency (complete sentences)
- Research and Inquiry Projects:
 - See It, Sort It
 - The Sun

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COURSE: ELA, Grade 1

- Inventors
- Sounds
- Build It
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Self-select writing activity and topics.
- Write narratives in which they record two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 - Analyze an expert model of a how-to text.
 - Brainstorm and plan a how-to text.
 - Draft a how-to text.
 - Revise and edit drafts.
 - Present and evaluate the how-to text.

Speaking and Listening

Students will

- build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using a speaking and listening checklist.

Assessments

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COURSE: ELA, Grade 1

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests
- Spelling/Dictation Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What inventions do you know about?
- **Read & Respond to a Variety of Texts**
 - "The Great Inventions"
 - *The Story of a Robot Inventor*
 - *Thomas Edison, Inventor*
 - "Windshield Wipers"
- **Research and Inquiry Projects**
 - We can research an inventor.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Science Learning Activities

Week 2

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COURSE: ELA, Grade 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can you see in the sky?
- **Read & Respond to a Variety of Texts**
 - "Why the Sun and the Moon Are in the Sky"
 - *A Bird Named Fern*
 - *Kitten's First Full Moon*
 - "The Moon"
- **Research and Inquiry Projects**
 - We can do research to gather information about the Sun.
- SCI.1-ESS1-1 - Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What sounds can you hear? How are they made?
- **Read & Respond to a Variety of Texts**
 - "The Squeaky Bed"
 - *Now, What's That Sound?*
 - *Whistle for Willie*
 - "Shake! Strike! Strum!"
- **Research and Inquiry Projects**
 - We can conduct an experiment with rubber bands and sounds.
- SCI.1-PS4-1 - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do things get built?
- **Read & Respond to a Variety of Texts**
 - "The Sheep, the Pig, and the Goose Who Set Up House"
 - *The Joy of a Ship*
 - *Building Bridges*
 - "Small Joy"
- **Research and Inquiry Projects**
 - We can research how to build something using natural resources.
- 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.

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DEPARTMENT: English

COURSE: ELA, Grade 1

Visual and Performing Arts

- **Reader's Theater**
 - ***Supper with the Queen***
- **1.1.2.C.2** - Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.)
- **1.1.2.C.3** - Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about how things are built.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

Technology Integration

- Students will identify the basic features of a digital device and explain its purpose when accessing Google Classroom, ConnectEd, Reading Eggs, and Pebble Go.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid or Google Slides.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.
- CRP6. Students will demonstrate creativity and innovation when creating a model of a bridge.

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DEPARTMENT: English

COURSE: ELA, Grade 1

Time Frame	6 weeks
Topic	
Unit 6 Big Idea: Together We Can How does teamwork help us?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonological Awareness</i> ● 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. ○ 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). <i>Phonics and Word Recognition</i> ● 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. ○ 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. <i>Fluency</i> ● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. ○ 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.	

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DEPARTMENT: English

COURSE: ELA, Grade 1

Foundational Skills: Writing Language:

- 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.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.

Spelling

- 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:
 - C. Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

- 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.
 - 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.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.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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DEPARTMENT: English

COURSE: ELA Grade 1

- 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

Reading:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. 🌱
- RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing:

- 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

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DEPARTMENT: English

COURSE: ELA Grade 1

a topic and convey ideas and information. 

- o A. Introduce a topic.
 - o B. Develop the topic with facts or other information and examples related to the topic.
 - o 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.
 - o A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - o B. Provide dialogue and/or description and details of experiences, events, or characters.
- W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.
 - o A. With prompts and support, identify audience and purpose before writing.
 - o 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, 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.

Speaking and 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. 
 - o 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).
 - o B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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DEPARTMENT: English

COURSE: ELA Grade 1

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

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- distinguish long from short vowel sounds in spoken single-syllable words.
- know final -e and common vowel team conventions for representing long vowel sounds.
- recognize and read grade-appropriate irregularly spelled words.
- decode regularly spelled one-syllable words.
- read on-level text with purpose and understanding.
- read contractions with not

Foundational Skills: Reading Language

- Phonemic Awareness
 - Phoneme Identity
 - Phoneme Categorization
 - Phoneme Reversal
 - Phoneme Blending
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
 - Phoneme Addition
- Phonics
 - Introduce, blend, and build words with variant vowel /u/, variant vowel /o/, silent letters *wr, kn, gn*, three-letter blends, /ar/air, are, ear
- Phonological Awareness
 - Identify and Generate Rhyme
 - Syllable Deletion
 - Syllable Addition
- Structural Analysis
 - Suffixes -ful and -less
 - Vowel Team Syllables
 - Compound Words
 - Inflectional Endings -ed, -ing
 - r-Controlled Vowel Syllables
- Read and perform Readers' Theatre with fluency and expression.
- Fluency:

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COURSE: ELA, Grade 1

- Expression: Dialogue
- Intonation: Questions
- Phrasing: Commas
- Appropriate Phrasing
- Build Fluency: Word Automaticity

Foundational Skills: Writing Language

Students will

- recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- use commas in dates and to separate single words in a series.
- recognize that verbs show action

Foundational Skills: Writing Language

- Develop Oral Language-Define/Example/Ask routine
- Vocabulary Strategies: Synonyms, Antonyms, Similes, Compound Words, Metaphors
- Daily Handwriting
 - Teach handwriting model for Qq, Bb, Zz, Jj
- Sort and spell words with variant vowel /u/, variant vowel /o/, silent letters *wr, kn, gn*, three-letter blends, /ar/*air, are, ear*
- Practice high frequency words (Read/Spell/Write Routine)
- Grammar: Pronouns, Possessive Pronouns, Special Pronouns, *I* and *Me*, Adverbs That Tell How
- Mechanics: Capitalize *I*, Days, Months, and Holidays, Commas in Dates and Letters, Commas in Dates and Letters, Abbreviations

Reading Literature/Informational Text

Students will

- confirm predictions about what will happen next in a text.
- understand and recognize a variety of genres.
- identify who is telling the story at various points in a text.
- ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Reading Literature

- Connect to essential question
- Skill: Theme, Point of View, Plot/Cause and Effect, Plot/Problem and Solution
- Strategy: Reread, Visualize
- Literary Element: Sensory Words

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COURSE: ELA Grade 1

- Identify author's craft: word choice, text structure, author's purpose, illustration
- Identify illustrator's craft: point of view
- Identify and understand components of different genres: fantasy, realistic fiction

Reading Informational Text

- Connect to essential question
- Strategy: Reread
- Skill: Author's Purpose
- Identify author's craft: details
- Genre: Informational Text/Biography, Informational Text/Nonfiction
- Connections Within Text: Problem and Solution
- Text features: captions, headings, directions, maps
- Make connections to real world
-

Writing

Students will

- increase writing fluency by responding to prompt.
- write about the text.
- use text evidence to respond in writing
- conduct short research on unit topic.

Writing

- Analyze the Student Models (Vary Sentence Length, Details, Pronouns, Topic, Use Your Own Voice, Possessive Pronouns, Special Pronouns, Main Idea, Concluding Statement, Varying Sentence Types, Describing Details, Pronouns, Adverbs That Tell How, Author's Voice, Concluding Statement)
- Peer review writing and proofread/edit
- Final draft of writing to share
- Publish and present student writing..
- Use text evidence and illustrations to make inferences.
- Use correct word order, punctuation and complete sentences.
- Research and Inquiry Projects:
 - Illustrated Plan Proposal
 - Informative Newspaper
 - Illustrated Mini Tornado
 - Informative Poster
 - Illustrated Flag
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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COURSE: ELA, Grade 1

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Self-select writing activity and topics.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Write a paragraph.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
 - Analyze an expert model of an opinion text.
 - Brainstorm and plan an opinion text.
 - Draft an opinion text.
 - Revise and edit drafts.
 - Present and evaluate the opinion text. .

Speaking and Listening

Students will

- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Speaking and Listening

Students will

- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

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Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests
- Spelling/Dictation Tests

Benchmark:

- DIBELS 8 Subtests
 - Letter Naming Fluency (LNF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency-Correct Letter Sounds & Words Recoded Correctly (NWF-CLS & NWF-WRC)
 - Word Reading Fluency (WRF)
 - Oral Reading Fluency-Words Correct & Accuracy (ORF-WC & ORF-ACC)
- IXL Level Up

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies Learning Activities

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can we work together to make our lives better?
- **Read & Respond to a Variety of Texts**
 - "The Cat's Bell"
 - *Super Tools*
 - *Click, Clack, Moo: Cows That Type*
 - "Be a Volunteer!"

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COURSE: ELA, Grade 1

- **Research and Inquiry Projects**

- We can take a poll to gather information about making school better.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 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.

Week 3

- **Build Background & Engage in Collaborative Conversations**

- Essential Question: How can we work together to make our lives better?

- **Read & Respond to a Variety of Texts**

- "Paul Bunyan and the Popcorn Blizzard"
- *Wrapped in Ice*
- *Rain School*
- "Rainy Weather"

- **Research and Inquiry Projects**

- We can research the weather in our state.
- 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).

Week 4

- **Build Background & Engage in Collaborative Conversations**

- Essential Question: Who helps you?

- **Read & Respond to a Variety of Texts**

- "Let's Dance"
- *A Spring Birthday*
- *Lissy's Friends*
- "Making Paper Shapes"

- **Research and Inquiry Projects**

- We can conduct an interview to learn about traditions.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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COURSE: ELA, Grade 1

- 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.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do we celebrate holidays?
- **Read & Respond to a Variety of Texts**
 - "Celebrate the Flag"
 - *Share the Harvest and Give Thanks*
 - *Happy Birthday, U.S.A.!*
 - *Martin Luther King, Jr. Day*
- **Research and Inquiry Projects**
 - We can research to learn more about a holiday.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity

Visual and Performing Arts

- **Reader's Theater**
 - *That Goat Has GOT to Go!*
- **1.1.2.C.2** - Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.)
- **1.1.2.C.3** - Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will create a document using a word processing application (Google Docs) when responding to a prompt or writing a narrative story.
- **9.4.2.TL.2: Create a document using a word processing application.**
- Students will illustrate and communicate original ideas and stories using multiple

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COURSE: ELA, Grade 1

digital tools and resources such as Flipgrid or Google Slides.

- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**
- For research and inquiry projects, students will use digital tools and online resources to explore a problem or issue.
- **9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.**
- Students will begin to develop an understanding of ownership of print and nonprint information when conducting research on Pebble Go or when learning about authors and illustrators.
- **9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated

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COURSE: ELA, Grade 1

- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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