



**Allamuchy Township School District
Allamuchy, NJ**

**Language Arts
Grade 1**

CURRICULUM GUIDE

September 8, 2019

Mr. Joseph E. Flynn, Superintendent

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Updated by: Andrea Aussems**

**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on September 23, 2019
And**

***Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards***

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Philosophy and Rationale

The Allamuchy Township School District's K-5 Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Allamuchy Township School incorporates various opportunities for students to experience using their skills both inside and outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction. Learning to read literature, write, speak and listen for comprehension enables students to discover personal meaning and success throughout their lives.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Scope and Sequence

Unit 1

Reading Literature Text

- Main Idea, Understanding Characters, Sequence of Events, Text and Graphic Features, Story Structure, Author's Purpose, Cause and Effect, Conclusions, Compare and Contrast, Analyze and Evaluate, short story, poem, setting, message.

Unit 2

Reading Information Text

- Main Idea, Summarize, Genre, Text and Graphic Features, Details, Understanding Characters, Infer/Predict, Author's Purpose, Story Structure, Conclusions, Text and Graphic Features, Analyze, Evaluate, Genre, Details, Questions, Cause/Effect, Compare and Contrast, Analyze word meanings.

Unit 3

Foundational Skills

- Sentence structure, apply grade level phonics, short vowels, consonants, isolate phonemes, segment single syllable words, digraphs, distinguish between long and short vowels, long vowel sounds, decode two syllable words, fluency, read with grade level purpose, read with grade level accuracy and expression, use context clues to self-correct and understand.

Unit 4

Writing

- Opinion pieces, informative writing, narrative Writing, respond to questions, self-reflect, add details, publish writing, use digital tools, names, conventions, labels, elaboration, captions, purpose, projects, story sentences, story development, class story, research, recall information to answer questions.

Unit 5

Speaking and Listening

- Participate in conversations, follow rules for discussions (e.g. listening to others, speaking on at a time and staying on topic), ask questions to clarify, ask questions about details in a story, ask questions about what a speaker says, describe relevant details, add illustrations to clarify ideas, express ideas clearly, produce complete thoughts and sentences relevant to task.

Unit 6

Language

- Demonstrate command of grammar, print upper and lower case letters, use common, proper and possessive nouns, distinguish singular and plural nouns, appropriate use of pronouns, verb tense, adjectives, conjunctions, demonstratives, prepositions, create and expand complete sentences, capitalization, punctuation, spelling, commas, high frequency words.

Scope & Sequence is based on a 180 day First Grade school year.

UNIT 1 Stage 1: Desired Results

Topic: Language Arts

Content Standards:

Progress Indicators for Reading Literature Text

Key Ideas and Details

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

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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

Integration of Knowledge and Ideas

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

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

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

Essential Questions

How do I become a reader?

How do I understand the elements of the story including setting, characters and message?

Why is it important to think while you read?

Enduring Understandings

- Reading serves different purposes including to learn and for enjoyment.
- Characters show feeling in different ways.
- Pictures help us understand the story better.
- Authors put story events in a certain order to help us understand the story.
- Clues in stories can help us better understand a character.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will be able to ask and answer questions about key details in a text
- Students will retell familiar stories including beginning, middle and end along with including key details
- Students will identify characters, settings, and major events in a story
- Students will ask and answer questions about unknown words in a text
- Students will be able to explain major differences between books that tell stories and books that tell information
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Student will demonstrate listening skills for information and understanding
- Students will participate in classroom discussions actively and appropriately
- Students will be able to participate in collaborative conversation with diverse partners about grade 1 topics and text with peers and adults in small and large groups
- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood
- Students will use a combination of drawing, labeling, and writing to compose narrative pieces

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

- *Reading:* By the end of the year, be able to read and comprehend a variety of narrative and informational texts at the first grade level.
- *Writing:* By the end of the year, be able to apply grade level rules for spelling, grammar, and punctuation. Students should also be able to choose a topic for writing and write and develop a well written product that is organized and makes sense.
- *Speaking and Listening:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.
- *Language:* Demonstrate demand of the conventions of standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

Stage 3: Learning Plan

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and First Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, first graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

Time Allotment

September-November

Resources

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

UNIT 2 Stage 1: Desired Results

Topic: Language Arts

Content Standards:

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

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

Range of Reading and Level of Text Complexity

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

Essential Questions

How do readers prepare for reading?

What are readers thinking about as they read?

How does reading informational text help us understand our world?

Enduring Understandings

- Reading is a skill that enhances our learning and gives enjoyment.
- Reading informational text expands our understanding of our world.
- Readers use strategies to understand differences and meanings between stories.
- Words and pictures work together to give information.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will be able to ask and answer questions about key details in a text
- Students will identify characters, settings, and major events in a story
- Students will ask and answer questions about unknown words in a text
- Students will be able to explain major differences between books that tell stories and books that tell information
- Students will be able to read informational text appropriately for grade one, with prompting and support
 - Student will demonstrate listening skills for information and understanding
 - Students will participate in classroom discussions actively and appropriately
 - Students will be able to participate in collaborative conversation with diverse partners about grade 1 topics and text with peers and adults in small and large groups
 - Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood
 - Students will use a combination of drawing, labeling, and writing to compose narrative and informative pieces
 - Students will respond to questions and suggestions from peers and the teacher to add details to strengthen writing

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

- *Reading:* By the end of the year, be able to read and comprehend a variety of narrative and informational texts at the first grade level.
- *Writing:* By the end of the year, be able to apply grade level rules for spelling, grammar, and punctuation. Students should also be able to choose a topic for writing and write and develop a well written product that is organized and makes sense.
- *Speaking and Listening:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.
- *Language:* Demonstrate demand of the conventions of standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Teacher observation

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

Stage 3: Learning Plan

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and First Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, first graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

Time Allotment

November-December

Resources

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

UNIT 3 Stage 1: Desired Results

Topic: Language Arts

Content Standards:

Reading Foundation Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions

How do readers understand purpose of the text?

How does fluency affect reading comprehension?

How can readers improve their speed, accuracy, and expression when reading?

How do readers decode words for better understanding?

How to apply grade level phonics?

Enduring Understandings

- Readers develop a deeper understanding through comprehension of text.
- Reading with accuracy and fluency aids in comprehension.
- Recognize organization of text.
- Recognize words, sounds and syllables of words.
- Develop understanding of word analysis and decoding.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will know and use various text features to locate key facts in text.
- Students will read on level text with purpose and understanding
- Students will be able to read with grade level fluency
- Students will distinguish long from short vowel sounds.
- Students will spell untaught words phonetically
- Students will be able to use common, proper, and possessive nouns
- Students will be able to participate in collaborative conversation with diverse partners about grade 1 topics and text with peers and adults in small and large groups
- Students will be able to orally produce single syllable words by blending sounds including consonant sounds.
- Students will be able to know final 'e' and common vowel team conventions for representing vowel sounds
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will be able to read words with inflectional endings
- Students will read grade level text orally with accuracy, appropriate rate, and expression
- Students will demonstrate listening skills for information and understanding
- Students will be able to participate in collaborative conversation with diverse partners about grade 1 topics and text with peers and adults in small and large groups
- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood
- Students will be able to recognize the distinguishing features of a sentence.

- Students will be able to utilize correct punctuation, capitalization and grammar with prompting and support
- Students will be able to phonetically spell out words using beginning, middle, and ending sounds
- Students will be able to decode regularly spelled one syllable words.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

- *Reading:* By the end of the year, be able to read and comprehend a variety of narrative and informational texts at the first grade level.
- *Writing:* By the end of the year, be able to apply grade level rules for spelling, grammar, and punctuation. Students should also be able to choose a topic for writing and write and develop a well written product that is organized and makes sense.
- *Speaking and Listening:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.
- *Language:* Demonstrate demand of the conventions of standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
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- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

Stage 3: Learning Plan

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and First Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

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video clips from YouTube, Venn diagrams, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, first graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

Time Allotment

December-January

Resources

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

UNIT 4 Stage 1: Desired Results

Topic: Language Arts

Content Standards:

Writing

Text Types and Purposes

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

W.1.4. (Begins in grade 3)

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

W.1.9. (Begins in grade 4)

Range of Writing

W.1.10. (Begins in grade 3)

Essential Questions

Where do writers get their ideas?

What stories can I can draw, tell or write?

How can we use reflection to improve our writing?

How can our connection to the world influence our writing?

Enduring Understanding

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Opinion writing is a means to express ideas of importance and provide convincing evidence.
- Writing can be expressed in several ways including drawing, written and oral.
- Writers get their ideas for writing from their own personal experiences and from the world.
- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Narrative writing is a means to share stories based on personal experiences.
- Informational writing is a means to help others understand and learn.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.
- Students will demonstrate following rules for whole group discussion.
- Students will be able to create sentences to produce personal narratives on a given topic.
- Students will use the correct format in producing a letter.
- Students will respond to questions and suggestions from peers and the teacher to add details to strengthen writing.
- Students will be able to participate in collaborative conversation with diverse partners about grade 1 topics and text with peers and adults in small and large groups.

- Students will be able to use facts to write an informative sentence or story.
- Students will be able to write an opinion piece where they introduce a topic and supply reasons for their opinion.
- Students will be able to determine a topic.
- Students will be able to write a narrative recounting events in sequential order.
- Students will be able to utilize correct punctuation, capitalization and grammar with prompting and support.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

- *Reading:* By the end of the year, be able to read and comprehend a variety of narrative and informational texts at the first grade level.
- *Writing:* By the end of the year, be able to apply grade level rules for spelling, grammar, and punctuation. Students should also be able to choose a topic for writing and write and develop a well written product that is organized and makes sense.
- *Speaking and Listening:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.
- *Language:* Demonstrate demand of the conventions of standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

Stage 3: Learning Plan

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and First Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, first graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

Time Allotment

January-February

Resources

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

UNIT 5 Stage 1: Desired Results

Topic: Language Arts

Content Standards:

Speaking and Listening

Comprehension and Collaboration

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

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

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

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

Essential Questions

Why is being an active listener important?

How do we speak so that others understand our message?

Enduring Understanding

- Participating in conversations help to understand topics.
- There is a structure that allows us to communicate our message clearly.
- Active listening helps us to understand our world.
- Speakers to need to ask questions to clarify something that is not understood.
- Adding pictures can clarify ideas and meanings.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will demonstrate listening skills for information and understanding
- Students will be able to participate in collaborative conversation with diverse partners about grade 1 topics and text with peers and adults in small and large groups
- Students will ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood
- Students will demonstrate following rules for whole group discussion
- Build on others' talk in conversation by responding to the comments of others.
- Ask questions to clear up confusion about topics or texts under discussion.
- Describe clearly people, places, things, and events with relevant details.
- Add drawings/visuals when appropriate to clarify ideas, thoughts and feelings.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

- *Reading:* By the end of the year, be able to read and comprehend a variety of narrative and informational texts at the first grade level.
- *Writing:* By the end of the year, be able to apply grade level rules for spelling, grammar, and punctuation. Students should also be able to choose a topic for writing and write and develop a well written product that is organized and makes sense.
- *Speaking and Listening:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.
- *Language:* Demonstrate demand of the conventions of standard English grammar and usage when writing or speaking.

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Stage 3: Learning Plan

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing unit based theme words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. As well as, heterogeneous center grouping, guided reading, peer learning, Reading Specialist support, and First Grade ASIP (academic skills). Reading Wonders, Orton Gillingham, and Rigby will be modified for individual needs. Students will be introduced to AR to enhance their reading comprehension. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Reading Wonders, Orton Gillingham and Rigby and teacher created), use of classroom computers, kinesthetic activities, Orton Gillingham three part drills, sand trays, and letter cards, Guided Reading groups, shared/ partner reading, centers, daily classroom activities and projects, alphabet games, educational songs and video clips from YouTube, Venn diagrams, reader's theatre, oral presentations, modeled writing, phonics activities, speller's journal activities, and manipulatives such as magnetic letters, shaving cream, sand and educational games.

In this Unit, first graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

Time Allotment

March-April

Resources

Reading Wonders Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Smartboard

Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

Zaner Bloser Handwriting

Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

UNIT 6 Stage 1: Desired Results

Topic: Language Arts

Content Standards:

Progress Indicators for Language

Conventions of Standard English Language

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

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

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

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Essential Questions

How do the rules of language affect communication?

How does having understanding and command of the English language affect our lives?

What role does handwriting play in communication?

Why is it important to apply appropriate grammar skills?

Enduring Understanding

- Understanding that language is important when speaking and writing.
- Rules and conventions help readers and writers understand what is being communicated.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Students will be able to utilize correct punctuation, capitalization and grammar with prompting and support.
- Students will be able to produce organized sentences.
- Students will be able to use common, proper, and possessive nouns.
- Students will use verbs to convey a sense of past, present and future.
- Students will demonstrate following rules for whole group discussion.
- Students will be able to print all upper and lower case letters.
- Students will be able to use singular and plural nouns with matching verbs.
- Students will be able to use personal, possessive, and indefinite pronouns.
- Students will be able to capitalize dates and names of people.
- Students will be able to use end punctuation in sentences.
- Students will be able to use conventional spelling for common patterns.
- Students will recognize grade level sight words.
- Students will use context clues to gain meaning of new words.

- Identify common root words and their inflectional endings.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

- *Reading:* By the end of the year, be able to read and comprehend a variety of narrative and informational texts at the first grade level.
- *Writing:* By the end of the year, be able to apply grade level rules for spelling, grammar, and punctuation. Students should also be able to choose a topic for writing and write and develop a well written product that is organized and makes sense.
- *Speaking and Listening:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.
- *Language:* Demonstrate demand of the conventions of standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

- High frequency word assessment
- Orton Gillingham Letter Sound Assessment
- Teacher observation
- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Morning meeting
- Student portfolios
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments

Stage 3: Learning Plan

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Time Allotment

May-June

Resources

Reading Wonders Curriculum Materials such as:

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Interactive Lessons and High Frequency Word Cards.

Accelerated Reader, SuccessMaker, Speller's Journal activities

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Orton Gillingham letter cards, sand trays, three part drills and popsicle sticks.

Supplemental Resources such as: Rigby readers, Reading A-Z ,Scholastic, and Teach Me Apps.

Resources

Reading Wonders

Reading Wonders is a reading program designed specifically for the Common Core State Standards for Reading/Language Arts. It combines research-based instruction with new tools to meet today's challenges. Every component and every lesson is designed for effective and efficient CCSS instruction. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. *Wonders* connects and engages students to high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished writers. *Wonders* connects students to the world around them by providing unsurpassed multimedia resources that speak to students in their own terms, *Wonders* makes the connections that prepare students to succeed and teachers to guide them appropriately.

Rigby Literacy

The Rigby Literacy K-5 program is classroom tested and scientifically research based. The instructional approaches for Rigby Literacy include modeled, shared, guided, interactive, and independent reading and writing. Within Rigby Literacy lessons, comprehension strategies and literacy skills are modeled and practiced. Students are engaged before, during, and after reading. They read and respond to a variety of fiction genres and nonfiction text types that complement the classroom. The whole-group and small-group instruction in the Rigby Literacy lesson plans is tailored to address the diversity and needs of students as they engage in rich literacy learning experiences.

Orton- Gillingham Reading

Orton-Gillingham is a multi-sensory approach to teaching reading. This method relies on directly teaching the fundamental structure of language and will benefit all students. Instruction begins with simple sound/symbol relationships and progresses logically to more complex concepts. Such an approach combines a strong literature program that includes a rich mixture of written and oral language with organized, direct instruction to meet the needs of the emergent reader. The techniques include direct instruction in phonetic rules and word attack strategies. These methods help cultivate an understanding of language that beginning readers need to develop important language skills.

New Jersey Core Curriculum and Common Core Content Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

CURRICULUM MODIFICATIONS

Special education and 504 students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act.

General modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior modifications:

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students at risk of school failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition

- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English language learner students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and talented students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities