

# ELA 1st-Q4

Content Area: **HS English Language Arts**  
Course(s): **Reading (1), Writing (1)**  
Time Period: **Marking Period 4**  
Length: **1 Marking Period**  
Status: **Not Published**

## Student Learning Standards

---

LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.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.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.L.1.5.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.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.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).

- LA.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- LA.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- LA.RF.1.4.A Read grade-level text with purpose and understanding.
- LA.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- LA.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
- LA.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- LA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LA.L.1.2.A Capitalize dates and names of people.
- LA.RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- LA.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.
- LA.L.1.2.B Use end punctuation for sentences.
- LA.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.
- LA.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.
- LA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- LA.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- LA.L.1.2.C Use commas in dates and to separate single words in a series.
- LA.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.
- LA.RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.
- LA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- LA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- LA.RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- LA.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.
- LA.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- LA.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.

LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.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).
LA.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.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.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.
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.SL.1.1.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).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.L.1.1.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).
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.L.1.1.F	Use frequently occurring adjectives.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.1.H	Use determiners (e.g., articles, demonstratives).
LA.L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).

---

## 21st Century Standards

CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

## **Standards for Mathematical Practice (Math only)**

---

### **Technology Standards**

---

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.2.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.2.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.2.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.2.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.2.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## Companion Standards

---

SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
SOC.6.3.4.CS5	Develop strategies to reach consensus and resolve conflict.
SOC.6.1.4.B	Geography, People, and the Environment
SOC.6.1.4.D	History, Culture, and Perspectives
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
SOC.6.3.4.D	History, Culture, and Perspectives
SOC.6.1.4.C	Economics, Innovation, and Technology
SOC.6.3.4.B	Geography, People and the Environment
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.3.4.A	Civics, Government, and Human Rights

## Unit Focus

---

### Big Idea #1: Reading Critical Knowledge and Skills

(NJ DOE Unit 4)

(Wonders Units 1-6)

### Big Idea #2: Writing Critical Knowledge and Skills

(NJ DOE Unit 4)

(Wonders Units 1-6)

### **Big Idea #3: Speaking and Listening Critical Knowledge and Skills**

(NJ DOE Unit 4)

(Wonders Units 1-6)

### **Big Idea #4: Language Critical Knowledge and Skills**

(NJ DOE Unit 4)

(Wonders Units 1-6)

## **Essential Questions**

---

### **Big Idea #1:**

1. How does asking/answering questions help a reader understand what they read?
2. How does retelling a story demonstrate an understanding of the central message?
3. How does making connections within a text allow us to gain key information?
4. How does asking/answering questions help us understand what we read?
5. How do the illustrations and details help describe the key ideas?
6. How do you use the text to compare and contrast stories?
7. Why is it important to identify the key points in a text?
8. How do poems and prose teach me about a variety of topics and cultures?
9. How are informational texts used?
10. Why is it important to organize a sentence?
11. How are sounds represented by letters?
12. How does a reader decode words that they do not know?
13. How does fluency affect comprehension?

### **Big Idea #2:**

1. How does being able to write about what we think and how we feel make us a better student?
2. Why do we need to use an introduction and conclusion in my writing?
3. How does writing about things in the right order help us become a better writer?
4. Why do we need to use temporal words?
5. Why is it important to include a main idea and details in our writing?
6. How can our classmates and teacher help our writing get better?
7. How can we change or edit our writing by listening to our classmates and teacher?
8. How does using a variety of digital tools improve our writing?
9. How does working with my peers improve our writing?
10. How does researching with peers improve research?
11. How does writing with peers improve writing?
12. How do our life experiences help us answer more critical thinking questions?
13. Why does reading information on a specific topic help us to answer more critical thinking questions about the topic?

### **Big Idea #3:**

1. What makes a great listener?
2. How do we show others that we understand what is said or asked?
3. How can we listen and respond to what we hear?
4. How can we clarify what we hear and what we say?
5. How can we describe people, places, things and events?
6. How can we use visuals to clarify meaning?
7. When should we use complete sentences?

### **Big Idea #4:**

1. How can writers use grammar and mechanics to develop a written product?
2. How does capitalization and punctuation help us understand what we read and write?
3. Why is spelling important in writing?

4. What strategies can be used to identify the meaning of a word or phrase?
5. How can words change to create new meaning?
6. What strategies can be used to identify the meaning of a word or phrase?
7. How are words related to one another?
8. What is the purpose of communication?
9. Where do words or phrases come from?
10. How does word choice affect meaning?

## **Critical Knowledge and Skills**

---

### **Big Idea #1**

#### **Students will be able to:**

Understand, determine, and recall key details in a text.

Ask and answer questions about key details using who, what, where, why and how.

Retell stories in their own words capturing the key details.

Explain the story's central idea.

Make connections in text and label those connections as narrative elements.

Recognize feeling words and sensory words and describe what feeling the words and phrases are appealing to.

Interpret illustrations to develop a better understanding of the story.

Identify an illustration that helps to describe the character, setting, event.

Explain and describe how illustrations describe important story elements.

Identify the characters experiences, similarities, differences, and how the characters solve problems in the story.

Recognize the key points and explain how this information is useful.

Identify the similarities and differences of two texts on the same topics, use various points of comparison ( pictures, descriptions, etc.).

Participate in reading activities in a group and independently then model and develop engaging reading habits.



Understand how a sentence is organized.

Identify the first word of a sentence, capitalization, various types of end punctuation.

Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by identifying short vowel sounds, single syllable words and producing sounds for each letter.

Take apart a word by sounds.

Discern letter sounds at the beginning, middle, and end of words.

Pronounce letter sounds at the beginning, middle, and end of words including the vowel C-V-C.

Determine each phoneme of spoken one syllable words.

Recognize common digraphs (e.g. sh, ph, wh, ch, and th) and make the sounds of common digraphs.

Group words quickly to help them gain meaning from what they read.

Use appropriate rate, expression, inflection, self-correction strategies when reading aloud.

Reread text to gain a better understanding of what was read.

Apply life experiences to answer questions.

Research information from provided sources to answer questions.

## **Big Idea #2**

### **Students will be able to:**

Introduce the topic, express an opinion, include one reason to support the opinion, and include a closing statement.

Write a story with at least two different events, put details in the appropriate sequence, use temporal words, and give a conclusion.

Respond to adults and peers through conferences and writing partners.

Reflect on writing and make changes, add descriptive words, recognize and correct spelling and grammar errors.

Use a variety of digital tools to produce and publish writing.

Collaborate with my peers about writing.

Research a topic with peers to complete a writing project.

## **Big Idea #3**

**Students will be able to:**

Participate in a variety of conversations such as whole group, class discussions, literature circles, buddy reading and writing partners.

Develop skills in active listening by taking turns, listening, and responding.

Ask questions when confused about a discussion.

Ask and answer questions about a read aloud, key details, and information that was presented.

Apply various strategies for asking questions on topic.

Describe familiar people, places and memorable events.

Report facts and details about feelings and emotions.

Add visuals in order to present detailed information to others.

Construct drawings when describing.

Express thoughts and feelings using complete sentences.

**Big Idea #4****Students will be able to:**

Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking.

Identify different tenses of verbs in reading.

Explain how verb express past, present, and future.

Identify adjectives and explain their function in reading and writing.

Identify conjunctions and explain their function in reading and writing.

Use determiners in writing.

Identify and explain the purpose of prepositions in reading and writing.

Demonstrate sentence variety in speaking and writing.

Understand when to capitalize dates and names.

Recognize proper nouns.

Apply knowledge of punctuation.

Spell words with common vowel patterns.

Apply knowledge of phonemic awareness and spelling conventions.

Apply strategies to determine the main of a word or phrase using context clues.

Explain the meaning of common affixes.

Demonstrate accurate inflection when reading..

Use knowledge of common affixes and inflection to understand words.

Apply root words and their inflectional forms in reading, writing, and speaking.

Decode words using the meaning of affixes and root words.

Understand words that are rich in meaning.

Demonstrate diversity in words by using verbs, nouns, and adjectives in speaking and writing.

Apply a variety of methods to show the slight difference in meaning between similar verbs and adjectives.

Use vocabulary accurately in speaking and writing.

Demonstrate knowledge of conjunctions in speaking and writing.

Listen, share, and read a variety of texts.

Use new words and phrases when writing, reading, and responding to texts.

## **Differentiated Instruction**

---

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models solving problems
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide hands-on activities and explanations
- Use reduced text, so that print is not so dense.
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Give instructions/directions in writing and orally
- Use of translation dictionaries to locate words in the native language
- Use English Learners resources such as study guides, assessments and a visual glossary

### **Possible Supports for Students with IEPs**

- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Students Hands on activities
- cooperative learning
- peer tutoring, extended time
- reteach in utilizing various methods
- Utilize remediation resources which include assessment and intervention, in planning and instruction

### **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

### **Additional Resources:**

Computers with internet access and projection capabilities, whiteboards, audio materials (CDs, CD players), print materials, manipulatives journals, sticky notes, graphic organizers, chart paper, chimes, leveled math activities, magnetic numbers, Wikki Stix, white boards, stamps, response boards, vocabulary cards, teaching posters

## **District/School Formative Assessment**

---

Class Discussion

Teacher Observations

Daily 5

Literature Discussions

Literature Responses

Questioning

Writer's Notebook

Self-Assessments

Cooperative Learning Groups

Writer's Workshop

Writing Assignments

Teacher Conferences

Portfolios

Running Records

Presentations

Individual Whiteboards

### **District/School Summative Assessment**

---

District Reading Leveling

Anecdotal Records

Topic Assessments

Topic Quiz

### **Suggested Open Educational Resources**

---

<http://readingandwritingproject.org>

[www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog)

<http://www.wegivebooks.org/books>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_reading](http://www.nwp.org/cs/public/print/resource_topic/teaching_reading)

<http://www.sightwords.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

[http://www.lesterlaminack.com/blog .htm](http://www.lesterlaminack.com/blog.htm)

[www.seymoursimon.com/index.php /blog](http://www.seymoursimon.com/index.php /blog)

<https://www.teacherspayteachers.com/Product/Guided-Reading-PromptCards-123684> Writing & Language

<http://readingandwritingproject.org>

<http://www.schrockguide.net>

<http://twowritingteachers.wordpress.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org> [http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_writing](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)

## **Resources**

---

Computers

Wonders Reading Program

Wonder Works

Classroom /School Library

Teachers Pay Teachers Resources