ELA 1st-Q1

Content Area: **1st Grade**
Course(s):   **Reading (1), Writing (1)**
Time Period: **Marking Period 1**
Length: **1 Marking Period**
Status: **Published**

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.

Student Learning Standards

LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.RI.1.1	Ask and answer questions about key details in 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.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.1.5	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.
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.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.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.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.
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.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.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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.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.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
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.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.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.

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.

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
SCI.K-2.5.4.2	All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

SCI.K-2.5.4.2.F	Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.
SOC.6.3.4.C	Economics, Innovation, and Technology
SOC.6.1.4.D	History, Culture, and Perspectives
SCI.K-2.5.4.2.F.a	Current weather conditions include air movement, clouds, and precipitation. Weather conditions affect our daily lives.
SCI.K-2.5.4.2.F.1	Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
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 1)

(Wonders Units 1-6)

Big Idea #2: Writing Critical Knowledge and Skills

(NJ DOE Unit 1)

(Wonders Units 1-6)

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

(NJ DOE Unit 1)

(Wonders Units 1-6)

Big Idea #4: Language Critical Knowledge and Skills

(NJ DOE Unit 1)

(Wonders Units 1-6)

Essential Questions

Big Idea #1:

1. How does asking/answering questions help a reader understand what they read?

2. Why is it important to use key details to describe the characters, setting and major events in a story?

3. How are fiction and nonfiction texts different?

4. How does a reader use the text to identify who is telling the story at various points?

5. How do the illustrations and details help describe the key ideas?

6. How do poems and prose teach us about a variety of topics and cultures?

7. What are the sounds a reader hears in a word?

8. How does a reader distinguish long and short vowel sounds in spoken single-syllable words?

9. How does being able to blend sounds improve a readers independent reading?

10. How does reading accurately help the reader to understand the text?

11. How does reading fluently help the reader to understand the text?

12. How does using expression help the reader to understand the text?

13. Why did you or the teacher choose this text?

14. What did you learn from the story or the text?

Big Idea #2:

1. Does the story make sense? Is it complete (beginning, middle, and end)?

2. Why do we write?

3. What is the importance of sharing?

Big Idea #3:

1. How can we communicate ideas in a way that others will understand?

2. How does asking/answering questions help me understand?

3. How do you listen?

4. How can I become a better listener and speaker?

5. What impact does listening have?

6. How do the visual materials send messages?

7. How do visuals impact our thoughts and actions?

8. How does one analyze and evaluate visual materials?

9. How do you speak effectively?

10. In what ways are ideas communicated orally?

Big Idea #4:

1. What is the purpose of applying grammar and mechanics skills?

2. How do we use the alphabet?

3. How do you make nouns plural?

4. Why is it important to use correct spelling?

5. What are the benefits of using resources to improve your spelling?

6. Why is it important to group words into categories?

7. Why is it important to use vocabulary accurately in speaking and writing?

Critical Knowledge and Skills

Big Idea #1

The student will be able to:

Ask and answer who, what, when, where, and why questions about key details in the text and use that information to gain a better understanding of the text.

Use key details help the reader to make sense of the story and provide a description of the characters, setting, and major events in the story.

Identify the major differences between fiction and nonfiction text and independently compare and contrast various types of text.

Identify who is telling the story at various points of a text, and give details that support the central message to help understand the main idea of the story.

Use illustrations and details to describe key ideas of the story, and put the details in order of effectiveness to help the reader understand the main idea.

Read poems and prose in small groups or independently introduce readers to many topics.

Recognize the sounds that are heard in a word help the reader to understand the text.

Listen to the difference between long and short vowel sounds AND identify short and long vowel sounds to help the reader to read single syllable words.

Blend sounds, including consonant blends make single syllable words.

Apply appropriate strategies as needed to construct meaning.

Carefully select text to provide purpose and understanding.

Improve fluency and accuracy by reading a carefully selected text.

Gain a better understanding of the text when a reader reads aloud grade level text with minimal errors.

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

Big Idea #2

The students will be able to:

Apply the writing process to help communicate our ideas, describe an experience, and inform an audience for different purposes.

Identify the writing process and recognize that it is a reflective process that provides a writer the opportunity to make corrections, add descriptive words, and explain what was written and why.

Big Idea #3

The students will be able to:

Identify language as a way in which we communicate with each other and share ideas.

Create visual materials to enhance understanding.

Speak clearly to express thoughts and feelings.

Recognize that it is important to express our ideas in complete sentences.

Ask and answer questions and make connections.

Big Idea #4

The students will be able to:

Sort and Group words that logically fit together and explain why they belong together.

Make connections between words and their use.

Apply words accurately when speaking and writing including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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
- Utilize Pre-AP Resources such as the pacing, assignment and best practices guide

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.wegivebooks.org/books

http://www.nwp.org/cs/public/print/ resource_topic/teaching_reading

http://www.sightwords.com

www.lindahoyt.com/tips.html

http://www.readwritethink.org

http://www.lesterlaminack.com/blog .htm

www.seymoursimon.com/index.php /blog

https://www.teacherspayteachers.co m/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.readwritethink.org

http://www.nwp.org/cs/public/print/ resource_topic/teaching_writing

Resources

Computers

Wonders Reading Program

Wonder Works

Classroom /School Libarary

Teachers Pay Teachers Resources