

ELA 1st-Q3

Content Area: **1st Grade**
Course(s): **Reading (1), Writing (1)**
Time Period: **Marking Period 3**
Length: **1 Marking Period**
Status: **Not Published**

Student Learning Standards

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.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.L.1.5.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).
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.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.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.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, 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.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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).

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.6.1.4.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.6.3.4.C	Economics, Innovation, and Technology
SOC.6.1.4.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.6.1.4	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.

Unit Focus

Big Idea #1: Reading Critical Knowledge and Skills

(NJ DOE Unit 3)

(Wonders Units 1-6)

Big Idea #2: Writing Critical Knowledge and Skills

(NJ DOE Unit 3)

(Wonders Units 1-6)

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

(NJ DOE Unit 3)

(Wonders Units 1-6)

Big Idea #4: Language Critical Knowledge and Skills

(NJ DOE Unit 3)

(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 understanding the central message or lesson aid in the understanding of the text?
4. How does the use of sensory language enhance the meaning of a story or poem?
5. How do illustrations and details in the story help with comprehension and retelling?
6. How do illustrations and story details give the reader a stronger sense of the story elements?
7. How do the character's experiences change the character through the story?
8. How does comparing and contrasting the adventures and experiences of characters give the reader a greater understanding of the story?
9. How does a variety of high quality readings prepare us for a higher level of learning?
10. Why is it essential to learning about various structures and elements in regards to poetry?
11. How do features of print help us understand what we read?
12. What is the purpose of applying basic print features?
13. Why is it important to write an organized sentence?
14. How are sounds represented by letters?
15. How do we figure out a word that we do not know?
16. How does fluency affect comprehension?

Big Idea #2:

1. How does being able to write about what we think help us become better writers?
2. Why do we need to use an introduction and conclusion in our writing?

3. Why is it important to name a topic, supply facts, and provide closure?
4. How can our classmates and teacher help our writing get better?
5. How can we change or edit our writing by listening to our classmates and teacher?
6. How does using a variety of digital tools improve my writing?
7. How does working with my peers improve my writing?
8. How does researching with my peers improve my research?
9. How does writing with my peers improve my writing?
10. How do our life experiences help us answer more critical thinking questions?
11. 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 do our life experiences help us answer more critical thinking questions?
4. Why does reading information on a specific topic help us to answer more critical thinking questions about the topic?
5. How can we listen and respond to what we hear?
6. How can we describe people, places, things and events?
7. How can we use visuals to clarify meaning?
8. 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 or message.

Identify the five senses.

Identify the sensory language used in text.

Use illustrations to aid in the comprehension of the story.

Make predictions based on illustrations/ picture clues.

Compare and contrast the adventures and experiences of characters in a story.

Identify different types of poetry.

Identify strategies authors use within a poem (rhyming, syllabication, alliteration, etc.)

Recognize that a sentence begins with a capital letter, a sentence ends with a punctuation mark, AND a complete sentence.

Write an organized sentence that includes the distinguishing features of a first word that is capitalized and end punctuation.

Apply phonics skills to decode grade level appropriate words.

Use specific strategies to decode words using syllables.

Understand grade level text when reading making minimal errors.

Use appropriate expression and inflection when reading text aloud.

Apply self correction strategies to read words.

Reread text to better understand what was read.

Big Idea #2

The student will be able to:

Introduce a topic, express an opinion, support the opinion, and include a closing.

Introduce a well known topic, include facts, and write a closing statement.

Respond to adults and peers with questions and suggestions through conferences and writing with a partner.

Use technology to create a publish writing and collaborate with peers.

Actively and consistently participate in shared research and shared writing projects.

Understand their role in shared projects, contribute from beginning to end, use graphic organizers to aid in collaboration.

Use a variety of information, text, pictures, digital sources, prior information to answers questions.

Take notes on the key details, read information to answer research questions, recall information.

Big Idea #3

The student will be able to:

Participate in variety of rich structured conversations that engage grade level listening and speaking activities.

Follow agreed upon rules for listening to others and taking turns speaking about topics.

Develop skills in active listening and group discussions, take turns, listen to the speaker, respond to the speaker.

Use strategies to respond to comments to others to build conversations.

Apply strategies for asking questions that are on a topic.

Recognize descriptive words and apply the words to enhance expression of ideas, thoughts and feelings.

Describe familiar people, familiar places, memorable event, familiar events and report facts and details about these experiences.

Create pictures and other visuals to present information to audience.

Express thoughts and feelings in complete sentences.

Speak audibly to express ideas.

Big Idea #4

The student will be able to:

Complete sentences using appropriate conventions. (ex: nouns, verbs, adjectives, prepositions, etc.)

Use capitalization and punctuation correctly and draw upon phonemic awareness in order to spell words.

Use strategies to determine the meaning of a word or phrase using context clues.

Explain the meaning of common affixes.

Demonstrate accurate inflection when reading a question versus reading a statement.

Apply knowledge of common affixes and inflection to understand words.

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

Consistently decode words using the meaning of affixes, root word, and inflection as a clue.

Categorize words and make real-life connections to help clarify vocabulary.

Understand how to signal simple relationships through the use of words and phrases acquired through conversations.

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.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](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.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