

COURSE TITLE

Grade 1 English Language Arts

LENGTH

Full Year
Grade 1

DEPARTMENT

English
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SCHOOL

Lincoln School
&
Washington School

DATE

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Grade 1 ELA

I. Introduction/Overview/Philosophy

The Grade 1 English Language Arts curriculum will provide students with a foundation in the basic skills of reading, writing, listening, viewing, and speaking. Literacy concepts are introduced as students are immersed in a print-rich environment through traditional teacher-directed lessons, as well as small group instruction. Collaborative group and independent activities allow for students practice. As skills are being mastered, children are taught strategies to develop comprehension of written text. Concurrently, writing experiences are provided.

II. Objectives

Course Outline:

Vowels

- Letter recognition
- Proper letter formation
- Decode/blend:
 - Short vowels
 - Long vowels
 - Irregular/silent vowels (silent e)
 - R-controlled vowels (ar, er, ir, and ur)

Phonological Awareness

- Identify/produce rhyming words
- Blend sounds

Vocabulary

Master text-generated list (Weekly Good Habits Great Readers Units)

- Master high frequency words
- Recognize environmental print
- Specialized vocabulary
- Synonyms
- Antonyms
- Use glossary/dictionary

Reading Comprehension

- Use context clues
- Read a variety of genres (e.g., poetry, fiction, nonfiction, biographies, etc.)
- Summarize and retell
- Identify main idea and details
- Sequence events
- Classify
- Compare/contrast
- Predict
- Draw conclusions

Grade 1 English Language Arts

- Fact/opinion
- Fantasy/real
- Problem solving
- Relate pictures to text
- Build fluency
- Plot, characters, setting
- Schema
- Close reading
- Text evidence
- Connections (text to self, text to text, text to world)
- Author's purpose
- Evaluation
- Reflection

Structural Analysis

- Plurals s/es
- Possessives
- Inflective endings
- -s, -ed, -ing
- Drop the e
- Double final consonant
- Comparatives/superlatives
- Compound words
- Suffix
- Contractions - 'll, n't

Oral Reading/Fluency

- Read:
 - High frequency words
 - Phrases
 - Sentences
 - Paragraphs
 - Stories
- Develop fluency, expression, intonation
- Recognize dialogue

Listening/Speaking/Viewing

- Listen critically for comprehension
- Develop strong listening vocabulary
- Develop auditory/visual discrimination
- Distinguish different types of speech
- Contribute to class discussions
- Respond appropriately
- Follow step-by-step directions

Spelling

- Weekly spelling pattern lists

- Recognize word patterns/families
- Spell some high frequency words
- Understand ABC order

Writing/Grammar and Usage

- Telling/asking/exclamatory sentences
- Simple/compound sentences
- Complete story frames
- Write simple stories
- Use capitalization/end punctuation (.,?, !)
- Recognize and use adjectives
- Recognize nouns and verbs
- Subject-verb agreement
- Use pronouns
- Recognize proper nouns
- Understand singular/plural (s/es)
- Possessives
- Write in complete sentences
- Recognize additional punctuation (, ‘ “)

Student Outcomes:

After successfully completing this course, the student will be able to:

- Understand the concepts of print
- Identify, segment, and combine phonemes
- Read high frequency words
- Demonstrate knowledge of vocabulary and word study
- Reading Comprehension
 - Activate background knowledge
 - Make connections
 - Self-monitor comprehension
 - Retell and summarize
 - Make inferences
- Distinguish various text types/genres
- Use and evaluate story elements
- Use and evaluate text structures and text features
- Appreciate author's craft
- Respond to text
- Set purpose for reading
- Understand and use text features
- Understand and use text structures
- Read critically
- Write with purpose
 - Narrative
 - Informative
 - Persuasive

Grade 1

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 1

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.

Grade 1**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.

Grade 1**Progress Indicators for 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.

Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 1

Progress Indicators for 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)

Anchor Standards: Speaking and Listening Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 1**Progress Indicators for 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.

Anchor Standards: Language**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 1

Progress Indicators for Language

Conventions of Standard English

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*).

21ST CENTURY LIFE AND CAREERS

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: 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.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 - Enter information into a spreadsheet and sort the information.

8.1.2.A.6 - Identify the structure and components of a database.

8.1.2.A.7 - Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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.*

8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1 - Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.

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.*

8.1.2.F.1 - Use geographic mapping tools to plan and solve problems.

TECHNOLOGY STANDARDS

STANDARD 8.2: 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.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.2.A.1 - Define products produced as a result of technology or of nature.

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 - Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 - Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.2.B.1 - Identify how technology impacts or improves life.

8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 - Identify products or systems that are designed to meet human needs.

8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 - Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 - Explain why we need to make new products.

8.2.2.C.4 - Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 - Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 - Investigate a product that has stopped working and brainstorm ideas to correct the problem.

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.*

8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 - Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 - Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 - Identify the resources needed to create technological products or systems.

8.2.2.D.5 - Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.2.E.1 - List and demonstrate the steps to an everyday task.

8.2.2.E.2 - Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 - Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 - Debug an algorithm (i.e., correct an error).

8.2.2.E.4 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

21ST CENTURY LIFE AND CAREERS

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

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.

9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.

9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and

dislikes.

9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III. Proficiency Levels

This curriculum is appropriate for all students in Grade 1.

IV. Methods of Assessment

Student Assessment

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following items:

- Formal
 - DRA
 - The teacher, at her/his discretion, will either perform a Progress Monitor or a DRA on each student in the last 4 weeks leading up to the end of the 1st Trimester in December.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 2nd Trimester in March.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 3rd Trimester in June.
 - Published tests
 - Teacher-made tests
 - Homework

- Classwork
- Writing portfolio
- Class participation
- Projects
- Standardized tests
- Informal
 - Teacher observation
 - Peer evaluation
 - Class participation
 - Teacher/student feedback (conferences)
 - Running records
 - Anecdotal notes
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities

Curriculum/Teacher Assessment

- The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

V. Grouping

Grade 1 English Language Arts classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this area. Students in Grade 1 Reading are homogeneously grouped by need(s).

VI. Articulation/Scope & Sequence/Time Frame

Course length is one year.

VII. Resources

Texts/Supplemental Reading/References

- Speakers
 - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact the English Language Arts Department office and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources.

- Technology
 - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.2.A.1) (8.1.2.A.2) (8.1.2.A.3) (8.1.2.A.4) (8.1.2.A.5) (8.1.2.B.1) (8.1.2.C.1) (8.1.2.D.1) (8.1.2.E.1) (8.1.2.F.1) (8.2.2.A.1) (8.2.2.B.2)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Grade 1 Language Arts may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.
 - Additional supplies include:
 - Trade books for classroom library/instruction
 - Notebooks
 - Portfolio folders
 - Picture/story paper
 - Lined paper
 - Chart tablets
 - Sentence strips
 - Pocket charts
 - Index cards
 - Dry erase markers
 - Magnetic letters
- Textbooks
 - *Good Habits, Great Readers*. 2012. Pearson Education, Inc.
 - *Project Read*. 2012. Language Circle Enterprises.
 - *Developmental Reading Assessment®*, *Second Edition (DRA™2)* 2005, Pearson Education, Inc.
 - *Units of Study in Opinion, Information, and Narrative Writing, Grade 1 with Trade Book Pack A Workshop Curriculum*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University.
- Supplemental Reading
 - Big books
 - Trade books
 - Supplemental publisher literacy materials

VIII. Suggested Activities

Concepts of Print

- Big book demonstration
- Student text demonstration
- I Spy... activity

Consonants

- Poetry chart
- Poetry/rhymes
- Big books
- Letter cards
- Picture matching

- Magnetic journals
- Dictation

Vowels

- Word building
- Rhymes/poetry
- Picture matching
- Sentence strips
- Dictation
- Phonics games
- Magnetic journals
- Letter cards

Phonological Awareness

- Segmenting/clapping
- Oral drills
- Dictation
- Draw a picture
- Poetry/rhymes
- Word building/blending (letter by letter)

Vocabulary

- Word cards
- Glossary
- Pictionary
- Morning message
- Poems
- Big books
- Trade books
- DEAR (Drop Everything And Read)
- Read to self

Reading Comprehension

- Whole group instruction
- Small group instruction
 - instruction
- Charts/graphic organizer
- Discussions
- Read aloud
- Buddies
- Projects/book reports
- Listening centers
- Dialogue/plays
- Readers' Theatre

Structural Analysis

- Word cards

- Word building
- Sentence strips
- Matching activities
- Puzzles
- Games
- Dictation
- Poetry chart

Oral Reading/Fluency

- Word cards
- Sentence strips
- Repeated readings
- Reading buddies
- Listening centers/pre-recorded stories
- Participate in choral/echo reading
- Recite rhymes/chants/poems
- Magnetic journals
- Whiteboards

Listening/Speaking/Viewing

- Listening center
- Story time
- Sharing opportunities (show & tell)
- Videos
- Songs
- Poetry
- Computers

Spelling

- Say and spell
- Configuration
- Magnetic journals
- ABC order
- Sentence writing
- Illustrate (9.1.4.B.1)
- Finger spelling
- Skywriting
- Word work activities

Writing/Grammar and Usage

- Journal
- Writing process
- Letter writing
- Shared writing
- Morning message
- Class books
- Picture prompts

- Posters
- Graphic organizers
- Revise/proofread
- Illustrate
- Nonfiction writing

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 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.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis. The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8

- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share

- cooperative learning groups
- teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Emerging as Readers and Writers</p> <ul style="list-style-type: none"> ● <u>Project Read</u> ● <i>Units 1-13</i> ● <u>Good Habits, Great Readers</u> ● <i>Great Readers See Themselves as Readers</i> ● <i>Great Readers Make Sense of Text</i> ● <u>Writers' Workshop</u> ● <i>Narrative Writing</i> 	13 weeks	<p><i>For Support:</i> Introduce tactile strategy: finger-spelling to isolate sounds slowly</p> <ul style="list-style-type: none"> ● Engage in kinesthetic learning activities: sky-writing, finger blending, sound clipping ● Use textured surfaces to connect sound-symbol relationship: sand, shaving cream, felt paper, gel boards ● Utilize Bonnie Kline Stories for target sound ● Model identifying basic features or print and tracking with finger ● Introduce five finger retell with picture cues 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● RF.1.1, 2, 3, 4 ● RL.1.1, 2, 3, 4, 5, 6, 7, 9 ● RI.1.1, 2, 3, 4, 7, 10 ● W.1.3, 5, 6, 8 ● SL.1.1, 2, 3, 4, 5, 6 ● L.1.1, 2, 4, 5, 6 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP: 4, 5, 9, 12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.2.A.1, 2, 4 ● 8.1.2.B.1 ● 8.1.P.C.1 ● 8.1.2.D.1 ● 8.1.P.E.1 ● 8.1.2.E.1 	<p><i>Formative Assessment:</i> <i>Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Word and sentence dictation ● Letter-Sound Identification <p><i>Good Habits, Great Readers Formative Assessment</i></p> <ul style="list-style-type: none"> ● Track reading stamina with “just right” text ● Identify parts of story in sequence to retell ● Make text-to-self connections ● Informal Running Records <p><i>Narrative Writing Formative Assessment:</i></p>

		<ul style="list-style-type: none"> ● Use of sentences starters ● Encourage labeling of sketches <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Introduce two-syllable words with target sounds ● Utilize Bonnie Kline Stories with thinking skills for target sound ● Incorporate written retell: B-M-E ● Incorporate fluency activities with familiar text ● Increase expectations for length of writing for each part of the narrative ● Encourage use of dialogue and emotion to unfreeze characters 	<p><i>Technology Standards</i></p> <p>8.2:</p> <ul style="list-style-type: none"> ● 8.2.2.A.2 ● 8.2.2.B.1 ● 8.2.2.E.2 <p><i>21st Century Standards</i></p> <p>9.2:</p> <ul style="list-style-type: none"> ● 9.2.4.A.1, 2, 3, 4 	<ul style="list-style-type: none"> ● Writing Samples generating personal idea, spacing, phonetic spelling, and use of detail ● Participation during peer and teacher conferencing <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● DRA and/or Progress Monitor ● On Demand Narrative Assessment
<p>Developing as Readers and Writers</p> <ul style="list-style-type: none"> ● <u>Project Read</u> ● <i>Units 14-24</i> ● <u>Good Habits, Great Readers</u> ● <i>Great Readers Use What They Know</i> 	<p>14 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Engage in kinesthetic learning activities: sky-writing, finger blending, sound clipping ● Use rhymes to introduce spelling rules 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● RF.1.2, 3, 4 ● RL.1.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ● RI.1.1, 2, 3, 4, 5, 6, 7, 8, 9 ● W.1.2, 5, 6, 7, 8 ● SL.1.1, 2, 3, 4, 5, 6 ● L.1.1, 2, 4, 5, 6 	<p><i>Formative Assessment:</i></p> <p><i>Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Word and sentence dictation ● Letter-sound identification

<ul style="list-style-type: none"> ● <i>Great Readers Understand How Stories Work</i> ● Writers' Workshop ● <i>Informational Writing</i> 		<ul style="list-style-type: none"> ● Create anchor charts to provide access to spelling rules ● Utilize Bonnie Kline Stories for target sound ● Utilize shared K-W-L charts to organize background knowledge and new learning ● Use concrete examples to introduce inferencing ● Utilize PebbleGo online readers <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Utilize Bonnie Kline stories with thinking skills for target sound ● Apply cutting pattern for syllabication ● Create written K-W-L charts to organize background knowledge and new learning ● Introduce nonfiction text features ● Cite text evidence when making inferences ● Select books to research information about writing topic 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP: 4, 7, 9, 11, 12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.2.A.1, 2, 4 ● 8.1.2.B.1 ● 8.1.P.C.1 ● 8.1.2.D.1 ● 8.1.P.E.1 ● 8.1.2.E.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.2.A.2 ● 8.2.2.B.1 ● 8.2.2.E.2 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.4.A.1, 2, 3, 4 	<p><i>Good Habits, Great Readers Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Formulate questions about nonfiction text ● Identify context clues as ways to define new vocabulary ● Identify problem and solution in fiction text ● Make inferences using schema and text evidence <p><i>Informational Writing Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Writing Samples including relevant facts in a logical sequence, picture labels, phonetic spelling, capitalization, and punctuation ● Participation during peer and teacher conferencing <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● DRA and/or Progress Monitor ● On Demand Informational Writing Assessment
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		<ul style="list-style-type: none"> ● Incorporate use of more detailed text features to support writing 		
<p>Applying as Readers and Writers</p> <ul style="list-style-type: none"> ● Project Read ● <i>Units 28-34</i> ● Good Habits, Great Readers ● <i>Great Readers Read to Learn</i> ● <i>Great Readers Monitor and Organize Ideas and Information</i> ● <i>Great Readers Think Critically About Books</i> ● Writers' Workshop ● <i>Opinion Writing</i> 	<p>13 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Engage in kinesthetic activities: sky-writing, finger blending, sound clipping ● Create anchor charts to provide access to spelling rules ● Utilize Bonnie Kline Stories for target sound ● Use picture clues and sorts to introduce and identify nonfiction text features ● Utilize graphic organizers to support summarizing ● Use pictures to identify reality and fantasy ● Model ways to support opinions with relevant reasons ● Use of graphic organizers to plan writing <p><i>For Enhancement:</i></p>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● RF.1.1, 2, 3, 4 ● RL.1.1, 2, 3, 4, 5, 6, 7, 9 ● RI.1.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ● W.1.1, 5, 6, 8 ● SL.1.1, 2, 3, 4, 5, 6 ● L.1.1, 2, 4, 5, 6 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP: 1, 4, 9, 12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.2.A.1, 2, 4 ● 8.1.2.B.1 ● 8.1.P.C.1 ● 8.1.2.D.1 ● 8.1.P.E.1 ● 8.1.2.E.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.2.A.2 ● 8.2.2.B.1 ● 8.2.2.E.2 	<p><i>Formative Assessment: Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Word and sentence dictation ● Letter-sound Identification <p><i>Good Habits, Great Readers Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Identify nonfiction text features ● Sequence story events to summarize fiction text ● Identify main idea and supporting details to summarize nonfiction text ● Make connections ● Distinguish difference between fantasy and reality <p><i>Opinion Writing Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Writing Samples including clear opinion

		<ul style="list-style-type: none"> ● Utilize Bonnie Kline stories with thinking skills for target sound ● Create sentences using jewelbox words ● Explain relevance of nonfiction text features in informational text ● Formulate a written summary after reading ● Provide opportunities to create own realistic and fantasy stories ● Incorporate details to make opinion writing more convincing 	<p><i>21st Century Standards</i></p> <p>9.2:</p> <ul style="list-style-type: none"> ● 9.2.4.A.1, 2, 3, 4 	<p>and reasons to support, phonetic spelling, capitalization, and punctuation</p> <ul style="list-style-type: none"> ● Participation during peer and teacher conferencing <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● DRA and/or Progress Monitor ● On Demand Opinion Writing Assessment
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XIV. Appendices**MONTHLY MAP**

September	October	November	December	January
<p>Comprehension <i>Great Readers See Themselves as Readers</i></p> <ul style="list-style-type: none"> • Taking Care of Books • Choosing Books • Knowing Yourself as a Reader • Building Reading Stamina 	<p>Comprehension <i>Great Readers Make Sense of Text</i></p> <ul style="list-style-type: none"> • Making Predictions • Asking Questions • Problem Solving Unfamiliar Words 	<p>Comprehension <i>Great Readers Make Sense of Text</i></p> <ul style="list-style-type: none"> • Summarizing and Retelling <p><i>Great Readers Use What They Know</i></p> <ul style="list-style-type: none"> • Making Connections • Activating Background Knowledge 	<p>Comprehension <i>Great Readers Use What They Know</i></p> <ul style="list-style-type: none"> • Building Vocabulary and Concept Knowledge • Making Inferences <p><i>Great Readers Understand How Stories Work</i></p> <ul style="list-style-type: none"> • Understanding Story Grammar 	<p>Comprehension <i>Great Readers Understand How Stories Work</i></p> <ul style="list-style-type: none"> • Understanding Story Grammar • Identifying and Understanding Literacy Devices • Identifying and Using Text Features
<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>
<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>
<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>

February	March	April	May	June
<p>Comprehension <i>Great Readers Read to Learn</i></p> <ul style="list-style-type: none"> • Learning Information from Nonfiction • Learning Information from Nonfiction • Identifying and Using Nonfiction Features and Structures 	<p>Comprehension <i>Great Readers Read to Learn</i></p> <ul style="list-style-type: none"> • Identifying and Using Nonfiction Features and Structures <p><i>Great Readers Monitor and Organize Ideas and Information</i></p> <ul style="list-style-type: none"> • Taking Notes on Fiction • Taking Notes on Nonfiction 	<p>Comprehension <i>Great Readers Monitor and Organize Ideas and Information</i></p> <ul style="list-style-type: none"> • Self Monitoring/Self Correcting • Visualizing <p><i>Great Readers Think Critically About Books</i></p> <ul style="list-style-type: none"> • Responding to Characters 	<p>Comprehension <i>Great Readers Think Critically About Books</i></p> <ul style="list-style-type: none"> • Evaluating Nonfiction • Distinguishing Between Fantasy and Reality • Engaging With Books 	<p>Comprehension (Review)</p> <ol style="list-style-type: none"> 1. Great Readers See Themselves as Reader 2. Great Readers Make Sense of Text 3. Great Readers Use What They Know 4. Great Readers Understand How Stories Work 5. Great Readers Read to Learn 6. Great Readers Monitor and Organize Ideas and Information 7. Great Readers Think Critically About Books
<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>
<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>

<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>
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GRADE 1 HIGH FREQUENCY WORD LIST

the	but	please	would	sing
to	at	of	very	wish
and	with	his	your	many
a	all	had	its	if
I	there	him	around	long
you	out	some	don't	about
it	be	as	right	got
in	have	then	their	never
said	am	could	call(ed)	today
for	do	when	sleep	myself
up	did	were	wash	much
look	what	them	or	keep
is	so	ask	before	try
go	get	an	been	start
we	like	over	off	bring
little	this	just	cold	drink
down	will	from	tell	only
can	yes	any	work	better
see	went	how	first	hold
not	are	know	does	warm
one	now	put	goes	full
my	no	take	write	done
me	came	every	always	light

big	ride	old	made	pick
come	into	by	gave	hurt
where	good	after	us	cut
jump	want	think	buy	kind
away	too	let	those	fall
here	pretty	going	use	carry
help	saw	walk	fast	small
make	well	again	pull	own
play	ran	may	both	show
run	eat	stop	sit	hot
find	who	fly	which	far
funny	new	round	read	draw
he	must	give	why	clean
was	soon	once	found	grow
that	our	open	because	together
she	ate	has	best	shall
on	say	live	upon	laugh
they	under	thank	these	should

Transition Words	X	X	X	X	X	X	X	X	X
Varied Sentence Lengths		X	X	X	X	X	X	X	X
Text Layout									
Font/Feature of Type	X	X	X	X	X	X	X	X	X
How Layout Conveys Meaning	X	X	X	X	X	X	X	X	X
Nonfiction Text Features		X	X	X	X	X	X	X	X
Space Between Words/Concepts of Print	X	X	X	X	X	X	X	X	X
Text Features (color, bold, shapes, etc.)	X	X	X	X	X	X	X	X	X
Text/Image Placement	X	X	X	X	X	X	X	X	X

GRADE 1 WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	<i>Beginning of Year Routines</i> : Introduce Writing Workshop; Build Base for Writing; Explore Read/Write Connections; Review Basic writing routines/conventions		*May continue for longer than 4 weeks
October	Personal Narratives; Small Moments		
November	Personal Narratives; Small Moments		
December	Personal Narratives; Small Moments	*one completed personal narrative to be saved for portfolio	Pattern Books can be substituted if personal narratives are complete
January	Informational Writing: How to Books; All About Books (Grade 1 topic-animals)		include shared research
February	Informational Writing: How to Books; All About Books (Grade 1 topic-animals)	*one completed all about writing to be saved for portfolio	include shared research

March	Opinion Writing: personal persuasive (____ is the best because_____); write about favorite character; book review; persuasive letter	*one completed opinion piece to be saved for portfolio	Ideas presented are examples; not all need to be complete
April	Realistic Story Narrative		
May	Descriptive Writing: poetry, sensory poems, descriptive sentences		Ideas presented are examples; not all need to be complete *Can be moved/deleted for additional time for personal narratives or other writing that needs to be completed
June	Personal Narratives; Small Moments; End of Year Assessment	*one completed personal narrative to be saved for portfolio	Compare with beginning of year personal narratives

GRADE 1 PHONICS SCOPE AND SEQUENCE

Lesson:	Unit:	High Frequency Words:
1	short a, t, m, s, b, c, f Unit 1	the, to, and, a, I, you
2	r, h, n, j, l, p g, d, v, Units 2 & 3	it, in, said, for, up, look,
3	short i,, w Unit 4	is, go, we, little, down, can
4	k, -ck, x, y, z Units 5/6 & 7	see, not, one, my, me, big
5	short o Unit 8	come, where, jump, away, here, help

6	doubling f, l, s, and z Unit 9	make, play, run, find, funny, he
7	-ng and -nk Unit 10	was, that, she, on, they, but
8	ch, wh, th, sh Unit 11	at, with, all, there, out
9	Unit 12 short e	
10	short e Unit 12	be, have, am, do, did
11	l, r, s & w blends	what, so, get, like, this
12	Unit 13	
13	Short u Unit 14	will, yes, went, are, now
14	Syllables Unit 15 Review	no, came, ride, into, good,
15		
16	consonant clusters Unit 16	want, too, pretty, saw, new
17	final consonant blends Unit 17	must, well, ran, eat, who, say
18	tch and suffix s and es Unit 18	under, soon, out, ate, please, of
19		his, had, him, some, as, then
20	Cumulative Review Units 15-18	could, when, were them, ask, an

21	r controlled vowels Unit 19	over, just, from, any, how, know
22	r controlled vowels Unit 19	put, take, every, old, by, after,
23	open syllables and suffix ed Unit 20	think, going, walk, again, let, may
24	final magic e and suffix ing Unit 21	stop, fly, round, give, once, open,
25	final magic e and suffix ing Unit 21	has, live, thank, would, very, your
26	y as a vowel, y in the middle of a word Unit 23	its, around, don't, right, their, call(ed),
27	long vowel teams ie/ay/ai Unit 24	or, before, sleep, wash, been, off
28	long vowel teams ow/oa/oe Unit 24	tell, work, first, cold write, always
29	long vowel teams ee/ea/ey Unit 24	made, gave, does, goes, us, buy
30	Long vowel team review	those, use, fast, pull, both, sit,
31	-dge Unit 28	which, read, why, because, best, upon,
32	Diphthongs oo (book and too)	these, sing, wish, many, if, long

	Unit 29	
33	Diphthongs oi & oy Unit 30	about, got, never myself, much, keep
34	Diphthongs ow & ou Unit 31	try, start, today, bring drink, only
35	Diphthongs au & aw Unit 34	better, hold, warm, full, done light,
36		pick, hurt, cut, kind, fall carry
37		small, hot, far, draw, own, show
38		clean, grow, together, shall, laugh, should