**Moonachie School District**

**English Language Arts Curriculum:**

**Grade 1**

***New Jersey Student Learning Standards for English Language Arts***

**Born On: July 25, 2017**

**Re-Adopted: August 23, 2022**

The following maps outline the New Jersey Student Learning Standards for grade one English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

| **Reading Literature and Informational Text** | **Writing and Language** | **Foundational Skills** |
| --- | --- | --- |
| End of story tests (multiple choice, open ended) | Journals | Running records |
| End of Unit/Theme Assessments | Writing Process Pieces | Spelling Tests/Dictations |
| Model Curriculum Assessments | Friendly Letter | Sorting activities |
| Standards Solution Lessons/Assessments | Persuasive: Writing a letter | Building words |
| Running Records | Narrative: Story Writing | Proofreading Editing |
| STAR Assessments | Expository: "How-to" | Writing samples/rubrics |
| Sequencing activities | Written activities i.e. graphic organizers |  |
| SAAVAS MyView Benchmark Assessments | Poetry |  |
| End of Book Activities | Standards Solution Writing Prompts |  |
| JournalsRead AloudsComprehension: illustrations, sentences |  |  |
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| **Resources:** |  |  |
| --- | --- | --- |
| Graphic Organizers | Sequencing cards | Writers checklist |
| Chart Paper | Leveled libraries | NJDOE Model Curriculum |
| Student Journals | Sentence strips | Audio books |
| Center Activities | Word rings | Readers Theater |
| Proofreading chart | Retelling props | Rubrics |
| SAAVAS MyView materials | Standards Solution |  |
| Fundations | PARCC information |  |
| TC Readers Writers Workshop |  |  |

**References:**

[http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/](http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-3/)

http://www.state.nj.us/education/cccs/2016/ela/

NJ Technology Standards**:** <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

**Websites:**

[www.spellingcity.com](http://www.spellingcity.com) [www.standardssolution.com](http://www.standardssolution.com) [www.eduplace.com](http://www.eduplace.com) \_ www.rticentral.com

[www.brainpopjr.com](http://www.brainpopjr.com) [www.abcya.com](http://www.abcya.com) [www.thinkcentral.com](http://www.thinkcentral.com) http://www.ereadingworksheets.com/

[www.starfall.com](http://www.starfall.com) <http://www.storylineonline.net> [www.pearsonrealize.com](http://www.pearsonrealize.com)

[www.scholastic.com](http://www.scholastic.com) [www.superteacherworksheets.com](http://www.superteacherworksheets.com) [www.readworks.org](http://www.readworks.org)

www.readwritethink.org [www.puzzlemaker.com](http://www.puzzlemaker.com) www.readingatoz.com

[www.manybooks.net](http://www.manybooks.net) [www.commoncoresheets.com](http://www.commoncoresheets.com) www.adaptedmind.com

**Language Arts Curriculum: Grade 1**

| **Curriculum Details** **English Language Arts Grade 1**  |
| --- |
| **Core Materials**  | SAAVAS MyView, Leveled Literacy Intervention, Lexia |
| **Interdisciplinary Connections**  | **Science:** 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.**Social Studies:** 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members6.1.2.CivicsPR.1: Determine what makes a good rule or law6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a good location a good place to live (e.g. landforms, climate and weather, resource availability).6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture’s history.6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.6.1.2.CivicsDP.3: Explain how historical symbols, monuments, and holidays reflect the shared values, principles, and beliefs of the American identify.6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. |
| **Career Ready Practices** | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.  |
| **Career Readiness, Life Literacies, and Key skils** | 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g. inductive, deductive)9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.9.1.2.CAP.2: Explain why employers are willing to pay individuals for work. |
| **Computer and Design Thinking**  | 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.8.1.2.NI.4: Explain why access to devices need to be secured.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. |

**Reading Standards for Literature**

**Standard RL 1.1**

| **Essential Question(s):** How do readers use the text to support an interpretation?  |
| --- |
| **Vocabulary:** key details, discussion |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** 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. |
| **NJSLS Standard: RL.1.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.1: Ask and answer questions about key details in a text. | * Answer and develop questions about key details in the text
* Participate actively and appropriately in discussions about literary text.
 | * Ask questions during and after a reading
* Model how to use key details to support answers
* Provide opportunities for students to answer questions
 | Students (with prompting and support from the teacher) when listening to Richard and Florence Atwater’s Mr. Popper’s Penguins, ask questions about the events that occur and answer by offering key details drawn from the text. |
| **Differentiation/Accommodations/Modifications** |
|  |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research Activities with cross curricular themes
* Create a journal diary
* Write letters to the character
* Compare/contrast
* Higher Level Text that includes similar theme
 | * Audio book
* Video clips
* Read aloud
* Word Wall
* Build background knowledge
* Picture Associations
* Partner Work
 | * Extended time
* Modified assignments
* Small group
* Modeling
* Leveled reading
* Read aloud
* Build background knowledge
* Oral/visual reminders
* Peer assistance
* Preteach vocabulary
* Picture associations with vocab
 | * RTI strategies including: teacher modeling
* Tier II and Tier III intervention
* Reading comprehension passages to monitor progress
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.2**

| **Essential Question(s):** How do readers determine the message the author is trying to convey? |
| --- |
| **Vocabulary:** summarize, key details, central message, lesson |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **NJSLS Standard: RL.1.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. | * Summarize events of a story including key details
* Determine the author’s central message or lesson
 | * Have students retell story in a logical sequence (i.e. flannel board, role play)
* Model how to determine the author’s central message or lesson
 | * Students retell Arnold Lobel’s Frog and Toad Together while demonstrating their understanding of a central message or lesson of the story. (e.g. how friends are able to solve problems together, how hard work pays off)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Increased text to self-connections with journal entry
* Create alternate ending
 | * Video clips
* Preteach vocabulary
* Reader’s Theatre
* Read aloud
* Word Wall
* Build background knowledge
* Picture Associations
* Cause/effect correlations
* Real-life connections
 | * Small group
* Modeling
* Read aloud
* Build background knowledge
* Picture Associations
* Cause/effect correlations
* Real-life connections
* Preteach vocabulary
* Picture associations with vocab
 | * Incorporating technology, film clips
* Tier II and Tier III intervention
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.3**

| **Essential Question(s):** How do readers determine how characters, events, and ideas develop and interact? |
| --- |
| **Vocabulary:** characters, settings, events, key details, illustrations |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **NJSLS Standard: RL.1.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.3. Describe characters, settings, and major event(s) in a story, using key details. | * Identify the elements in a story, including characters and the setting
* Describe characters, settings, and major events using key details
* Create illustrations to depict characters, settings, and major story events
 | * Teach story elements through guided questions
* Use graphic organizers to teach story elements (i.e. story map/web)
* Use illustrations within text for questioning
 | * Kevin Henkes author study (Lily’s Purple Plastic Purse, Wemberly Worried, Sheila Rae the Brave, Chester’s Way, Chrysanthemum)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Conduct observations of peers and conduct character study
* Increased text to self-connections with journal entry
 | * Create word wall of character traits
* Associate pictures/gestures with words
* Pre-teach vocabulary
* Read aloud
* Build background knowledge of character traits
 | * Emotion visuals
* Create word wall of character traits
* Associate pictures/gestures with words
* Extended time
* Modified assignments
* Small group
* Modeling
* Read aloud
* Cause/effect correlations
 | * Create word wall of character traits
* Implement character ed lessons
* Role playing
* Exemplar at K level
* Display emotions chart

Tier II and Tier III intervention |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.4**

| **Essential Question(s):** How do readers interpret the author’s use of language?  |
| --- |
| **Vocabulary:** feelings, senses, illustrations, role play, poems |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: RL.1.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | * Use text to identify words that show feelings and appeal to the senses
 | * Review feelings:
* Use book about feelings (i.e. *My Many Colored Days* by. Dr. Seuss)
* Role play to convey emotions
* “Today I feel…”
* Teach how feelings can be presented in the text
* Model how to identify emotion/sense words in the text
 | * Students identify words and phrases within Molly Bang’s The Paper Crane that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant. (e.g., clapped, played, loved, overjoyed)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create own poem that portrays an emotion
* Write a personal narrative related to a happy or sad event.
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Visual representation
 | Work with a peer* Receive prompts from the teacher
* Read alouds
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Matching meanings to expressions
 | * Work independently or in a small group, depending on preference
* Incorporate student choice of activities
* Receive prompts from the teacher
* Read alouds
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Matching meanings to expressions
* Display emotions chart

Tier II and Tier III intervention |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.5**

| **Essential Question(s):** How do readers use text structure to understand meaning?  |
| --- |
| **Vocabulary:** fiction, non-fiction, similarities, differences |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 5:** 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. |
| **NJSLS Standard: RL.1.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. | * Listen to, read, and discuss a variety of literary texts, both fiction and nonfiction.
* Identify similarities and differences between fiction and nonfiction texts.
 | * Teach the characteristics of fiction and non-fiction (provide examples)
* “Could this story really happen, why or why not?”
* Use graphic organizers to compare fiction and non-fiction (I.e. Venn-Diagram, T-Chart)
 | * Bookflix
* Compare and contrast Anansi the Spider (folk tale) with Spiders by Gail Gibbons.
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Higher level questioning
 | * Storybook online; watching video instead of reading play
* Sort books by category: fiction or nonfiction
 | * Read, stop, tell; keep journal
* Increased use of graphic organizers
* Make real life connections using real-life scenarios that require predicting and inferring
* Sort books by category: fiction or nonfiction
 | * Increased use of graphic organizers
* Make real life connections using real-life scenarios that require predicting and inferring
* Tier II and Tier III intervention
* Sort books by category: fiction or nonfiction
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? |
| --- |
| **Vocabulary:** narrator |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. |
| **NJSLS Standard: RL.1.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.6. Identify who is telling the story at various points in a text. | * Define the role of the narrator of a story
* Use knowledge of characters and story events to determine who is telling the story at various points in a text.
 | * Teach the definition of a narrator (provide examples)
* Ask questions to identify narrator “Who is telling the story?”
 | * Students identify the points at which different characters are telling the story in The Finn Famiiy Moomintroll by Tove Janson.
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Retell from another character’s point of view
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Venn diagram or chart comparing/contrasting characters’ point of views
* Matching point of view to character with visual aides
* Fact vs. opinion
* Leveled texts available
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Preteach vocabulary associated with character traits
* Venn diagram or chart comparing/contrasting characters’ point of views
* Matching point of view to character with visual aides
* Leveled texts available
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Preteach vocabulary associated with character traits
* Venn diagram or chart comparing/contrasting characters’ point of views
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.7**

| **Essential Question(s):** How do readers use illustrations to understand the text? |
| --- |
| **Vocabulary:** illustration, character, setting, events |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **NJSLS Standard: RL.1.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.7. Use illustrations and details in a story to describe its characters, setting, or events. | * Explain the connection between the illustrations and words in a story
* Use illustrations and details to describe characters, settings, or events
* Create drawings or other visual displays to describe characters, settings, or events
 | * Using illustrations from text, have students list words to describe characters, settings, and events
* Model how to create illustrations to describe character, settings, and events
 | Students help to explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s *Poppleton* to create the mood and emphasize aspects of characters and setting in the story.  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose written story and use Kidpix to create an illustration to go along with story
* Develop illustrations first; exchange with partner and write story to accompany partner’s illustrations
 | * Choose written story and use Kidpix to create an illustration to go along with story
* Leveled texts available
 | * Choose written story and use Kidpix to create an illustration to go along with story
* Create illustration of self to depict mood
* Leveled texts available
 | * Choose written story and use Kidpix to create an illustration to go along with story
* Create illustration of self to depict mood
* Tier II and Tier III intervention
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? |
| --- |
| **Vocabulary:** N/A |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** 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. |
| **NJSLS Standard: RL.1.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| (Not applicable to literature) |  |  |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
|  |  |  |  |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.9**

| **Essential Question(s):** How do readers make connections between texts? |
| --- |
| **Vocabulary:** compare, contrast, adventure, experience, characters |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** 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. |
| **NJSLS Standard: RL.1.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.9. Compare and contrast the adventures and experiences of characters in stories. | * Identify characters and events in stories
* Compare and contrast the adventures of characters
 | * Ask questions to compare and contrast the experiences of characters in stories
* “How are the adventures of these characters the same or different?
* Use a graphic organizer (i.e. Venn-Diagram, T-Chart)
 | * Examples:

Henry and Mudge, Poppleton, Frog and Toad |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a venn diagram or chart comparing the adventures of the same character in two different stories
 | * Preteach vocabulary
* Text-to-text connections
* Leveled texts available
* Modified assignments
 | * Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Modified assignments
 | * Preteach vocabulary
* Text-to-text connections
* Tier II and Tier III intervention
* Leveled texts available
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Literature**

**Standard RL 1.10**

| **Essential Question(s):** How do readers use comprehension strategies to improve understanding of text? |
| --- |
| **Vocabulary:** drama, poetry, literature  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| **NJSLS Standard: RL.1.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. | * Read a variety of genres
* Read literature varying in complexity
 | * Expose students to a variety of genres
* Expose students to literature varying in complexity
* Scaffold reading and comprehension as needed
 | * Shel Silverstein “Where the Sidewalk Ends”
* Jack Prelutsky
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Writing journal
* Higher level questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions/assignments
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.1**

| **Essential Question(s):** How do readers use text to support answers to questions?  |
| --- |
| **Vocabulary:** highlight, nonfiction, key details, text |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** 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. |
| **NJSLS Standard: RI. 1.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.1. Ask and answer questions about key details in a text. | * Use prior knowledge to make a connection
* make predictions or ask questions
* Support answers using text
 | * Model how to highlight important facts and details (main idea)
* Use graphic organizer (i.e. KWL chart)
* Ask questions to check comprehension
* Have students engage in conversations to retell details in the text
* Have students describe what is directly stated in the text
* Have students confirm predictions using details from the text
 | After listening to Gail Gibbon’s *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research topic and create a pamphlet/brochure
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Audio book
* Magazine (ie: National Geographic kids)
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Modified questions/assignments
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.2**

| **Essential Question(s):** How do readers use key details from the text to support the main idea?  |
| --- |
| **Vocabulary:** main topic, key details, retell |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **NJSLS Standard: RI. 1.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.2. Identify the main topic and retell key details of a text. | * Identify the main topic
* Identify key details
 | * Model how to highlight or underline main idea and details
* Use graphic organizers
* Have students retell main topic and key details (i.e. charts, sequencing, etc.)
 | Using Gail Gibbons’ Bats, students will identify the main topic and give examples of key details presented in the book. |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a T-Chart

 (main idea/detail sort)* Create a topic web using details from the passage.
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Vocabulary cards/matching cards
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Vocabulary cards/matching cards
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Vocabulary matching sort
* Modified questions/assignments
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.3**

| **Essential Question(s):** How do readers make connections between concepts in a text? |
| --- |
| **Vocabulary:** connection, facts, characteristics, events |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **NJSLS Standard: RI. 1.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | * Identify individuals, events, ideas, or facts and their characteristics
* Retell two events, ideas, or pieces of information, or identify two individuals in a text.
* Explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., compare/ contrast, cause/effect).
 | * Ask questions: (respond verbally or through illustrations)
* *Individuals:* Why was Martin Luther King important? Why was Rosa Parks important? Is what they did the same?
* *Events:* How was the first Thanksgiving celebrated? How do you celebrate Thanksgiving? How are they the same?
* Use graphic organizer (i.e. Venn-Diagram)
 | \*Using Martin’s Big Words by Doreen Rappaport and Rosa Parks by Wil Mara, students will explain the contributions of Martin Luther King, Jr. and Rosa Parks. Students will describe the connection by identifying how their contributions are similar. |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a timeline
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Vocabulary cards/matching cards
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Online resources of informational text
* Graphic organizers/webs
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.4**

| **Essential Question(s):** How do readers determine the meaning and use of content specific vocabulary?  |
| --- |
| **Vocabulary:** context clues, vocabulary |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: RI. 1.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | * Ask and answer questions about new words and phrases
* Identify unfamiliar words and phrases.
* Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
* Use context clues to determine meaning
 | * With prompting and support from the teacher, have students identify new words and phrases (“Does anyone see any new or interesting words?)
* Create a reference chart with questions to ask when students encounter a new word or phrase (ex. Where have I heard this word before?)
* Model using context clues to help students determine meaning
* Think aloud- (“What does \_\_\_\_\_\_ mean?” “Are there words or pictures that can help me?”)
 | \*Starfish by Edith Thacher Hurd |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Be detectives and search through informational texts to identify words they don’t know and utilize classroom resources to define each word (ie: dictionaries, internet resource, etc)
* “Context Clue” tic-tac-toe (define a word using
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
* Peer work
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.5**

| **Essential Question(s):** How do readers use text features to locate information?  |
| --- |
| **Vocabulary:** headings, tables of contents, glossaries, electronic menus, icons, key facts |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 5:** 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. |
| **NJSLS Standard: RI. 1.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Identify text features to gather information
* Determine the purpose of various text features.
* Identify strategies (keywords, text features) to find information within a specific text

Select and use the appropriate text feature for a given task or information need  | * Teach text features
* Teach appropriate use of text features
	+ Provide activities that reinforce appropriate use of text feature
	+ Model strategies to locate key facts or information (ex. use picture walks to identify text features, examine table of contents)
 | * Students locate key facts or information in Claire Llewellyn’s *Earthworms* by using various text features (headings, table of contents, glossary) found in the text.
* Scholastic News
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| \*Create non-fiction book using informational text features.* Create a booklet or foldable
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Text Features Scavenger Hunt
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Scavenger Hunt
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Text Features Scavenger Hunt
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? |
| --- |
| **Vocabulary:** illustration, text, information, graph |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. |
| **NJSLS Standard: RI. 1.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | * Identify how information is being presented in the selection (i.e. text, graphs, illustrations, etc)
* Describe the pictures and other illustrations in a text and explain how they contribute to the meaning.
* Compare and contrast information provided by pictures or other illustrations and the words in a text.
 | * Discuss how illustrations support the information in the text
* Have students answer questions using information from illustrations or text
* Have students explain why the source they chose was appropriate to answer the question.
 | * Using Frogs by Gail Gibbons, students will use a graphic organizer to list facts learned in the book by category (fact found in text/fact found in illustrations).
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Identify source of information (picture or text) for given facts.
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.7**

| **Essential Question(s):** How do readers use information from illustrations and text to demonstrate understanding? |
| --- |
| **Vocabulary:** illustration, key ideas |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |
| **NJSLS Standard: RI. 1.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.7. Use the illustrations and details in a text to describe its key ideas. | * Identify the key ideas in text
* Explain how illustrations and details in a text support key ideas
 | * Model how to identify the key ideas
* Review the relationship between text and illustrations;
* Ask questions regarding illustrations and details in a text to elicit key ideas
 | Students use the illustrations along with textual details in Wendy Pfeffer’s *From Seed to Pumpkin* to describe the key idea of how a pumpkin grows.  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * View images and create captions
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
* View images and match captions
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and match captions
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? |
| --- |
| **Vocabulary:** cause and effect, sequence, connections |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** 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. |
| **NJSLS Standard: RI. 1.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Recall details from a text.
* Identify key ideas and its supporting details in a text.
* Identify details that support a specific point in a text.
 | * Use graphic organizers (i.e. key idea/support details)
* Have students sort details according to main idea
* Have students list reasons that support the author’s point
 | * Students identify the reasons Clyde Robert Bulla gives in his book *A Tree is a Plant* in support of his point about the functions of roots in germination.
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Paper bag biography project
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.9**

| **Essential Question(s):** How do readers make connections or determine differences and/or similarities among texts of the same topic? |
| --- |
| **Vocabulary:** same, different ,compare, contrast, topics |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** 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. |
| **NJSLS Standard: RI. 1.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | * Identify the topic from each text
* Determine similarities and differences between the two texts
 | * Have students state the topic of each text
* Use graphic organizers to list similarities and differences (i.e. Venn Diagram, T-Chart)
 | * How A Seed Grows by Helene J. Jordan
* National Geographic Kids Seed to Plant
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a trifold with information about the similarities and differences of two texts
 | * Varied texts available at appropriate level and lexile range for student
* Sort nonfiction texts based on themes/content within your leveled library
 | * Varied texts available at appropriate level and lexile range for student
* Sort nonfiction texts based on themes/content within your leveled library
 | * Varied texts available at appropriate level and lexile range for student
 |

**Language Arts Curriculum: Grade 1**

**Reading Standards for Informational Text**

**Standard RI 1.10**

| **Essential Question(s):** How do readers understand information texts in all subject areas? |
| --- |
| **Vocabulary:** N/A  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed |
| **NJSLS Standard: RI. 1.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1.10. With prompting and support read informational texts at grade level text complexity or above. | * Comprehend informational text at grade level proficiency
 | * Expose students to a variety of grade level informational text
* Scaffold reading and comprehension as needed
 | * Pearson SAAVAS MyView selections
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a newspaper article incorporating text features
 | * Varied texts available at appropriate level and lexile range for student
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a ladder book to present the information
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features)
 |

**Language Arts Curriculum: Grade 1**

**Foundational Skills**

**Standard RF 1.1**

| **Essential Question(s):** How do readers/writers distinguish features of a sentence? |
| --- |
| **Vocabulary:** capital letters, periods, question mark, exclamation point |
| **Foundational Skills**  |
| **NJSLS Anchor Standard: Print Concepts**  |
| **Anchor Standard 3**. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. |
| **NJSLS Standard: RF. 1.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| Recognize the distinguishing features of a sentence. (first word, capitalization, ending punctuation) | * Identify the distinguishing features of a sentence.
* Recognize that sentences begin with capital letters
* Recognize that sentences end with appropriate punctuation.
* Create sentences using capital letters and end punctuation.
* Revise sentences, correcting for capital letters and end punctuation.
 | * Model examples of sentences
* Model sentence structure
* Have students create sentences using capitalization and end punctuation.
* Demonstrate how to edit sentences, specifically correcting capitalization and ending punctuation.
 | * SAAVAS MyView
* Fundations
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Peer models
 | * Provide editing checklist
* Highlight end punctuation in writing
* Hand gestures corresponding with capitals and periods
 | * Provide editing checklist
* Highlight end punctuation in writing
* Hand gestures corresponding with capitals and periods
 | * Provide editing checklist
* Highlight end punctuation in writing
* Hand gestures corresponding with capitals and periods
 |

**Language Arts Curriculum: Grade 1**

**Foundational Skills**

**Standard RF 1.2**

| **Essential Question(s):** How do readers and writers apply phonics to decode words?  |
| --- |
| **Vocabulary:** short vowel, long vowel, consonant blend, beginning sound, vowel sound, ending sound, blend, chunk |
| **Foundational Skills**  |
| **NJSLS Anchor Standard: Phonological Awareness**  |
| **Anchor Standard 3**. 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. |
| **NJSLS Standard: RF. 1.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| a. Distinguish long from short vowel sounds in spoken single-syllable words. | * Identify long and short vowel patterns

-Ex. short CVC/long CVCe, CVVC | * Teach long and short vowel patterns

-short CVC/long CVCe, CVVC* Have students sort pictures of long and short vowels, taught individually
* Teach word families
 | * SAAVAS MyView
* Fundations
 |
| b. Orally produce single-syllables words by blending sounds (phonemes), including consonant blends. | * Substitute phonemes to make new words (including beginning and ending consonant blends)
 | * Have students use magnet boards to make dictated single-syllable words
* Word ladder activity to change words by substituting initial and final phonemes.
 |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | * Identify the sounds (phonemes) heard in single-syllable spoken words.
* Produce the sounds (phonemes) heard in single-syllable spoken words.
 | * Model how to isolate phonemes
* Have students isolate individual phonemes of words
 |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | * Segment the sounds (phonemes)
* Produce the sounds of single-syllable words in their complete sequence
 | * Have students tap fingers to physically help isolate phonemes/ sounds.
* Model how to segment phonemes orally
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Higher level words
* Mixed vowel word work
 | * Hand gestures for short vowel sounds
* Keyword cards/charts
* Individual desk visual/cue
 | * Hand gestures for short vowel sounds
* Keyword cards/charts
* Individual desk visual/cue
 | * Hand gestures for short vowel sounds
* Keyword cards/charts
* Individual desk visual/cue
 |

**Language Arts Curriculum: Grade 1**

**Foundational Skills**

**Standard RF 1.3**

| **Essential Question(s):** How do readers apply phonics to decode words? |
| --- |
| **Vocabulary:** prefix, suffix, multi-syllable, root |
| **Foundational Skills**  |
| **NJSLS Anchor Standard: Phonics and Word Recognition**  |
| **Anchor Standard 3**. Know and apply grade-level phonics and word analysis skills in decoding words. |
| **NJSLS Standard: RF. 1.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). | * Identify digraphs and their sounds
 | * Teach digraphs and their sound correspondences
* Have students identify digraphs in class activities
* Write digraphs with a different color during writing experience
 | * SAAVAS MyView
* Fundations
 |
| b. Decode regularly spelled one-syllable words | * Identify individual sounds in one-syllable words
 | * Teach CVC and CVCe words
* Lead students in multisensory activities to help isolate sounds while decoding
 |
| c. Know final -e and common vowel team conventions for representing long vowel sounds. | * Identify all vowel teams and their sounds
* Identify silent e
 | * Have students use magnet boards to create new words
* Have students match vowel teams to pictures
* Teach CVCe words
* Literacy center sorts focused on vowel teams (ex. ai, ay, oy, oi, oo, ae, ee, ea)
 |
| d. Distinguish long and short vowels when reading regularly spelled one-syllable words. | * Identify long and short vowel sounds
* Identify words which contain long and short vowels
* Sort long and short vowel words
 | * Teach long and short vowel patterns Ex. Short: CVC

 Ex. Long: CVCe * Picture sorts of long and short vowels (one vowel at a time, ex: short and long a)
 |
| e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. | * Identify chunks in a word
* Sound out parts of a word not known
 | * Model finding smaller words within a word
 |  |
| f. Read words with inflectional endings. | * Identify words that have inflectional endings
* Find root/ base word
* Identify inflectional ending
 | * Teach inflectional endings (-s, -es, -ing, -ed)
* Use varying colors to highlight/ write inflectional endings
* Have students write/ circle inflectional endings
 |  |
| g. Recognize and read grade-appropriate irregularly spelled words. | * Read and write irregularly spelled words
 | * Teach/ highlight irregularities in words
* Display words on word wall
* Literacy center activities focused on reading and spelling sight words
* Activities focused on using sight words in context (ex. fill in the blank sentences)
 |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Focus on the spelling of sight words after being able read them with automaticity.
 | * Multisensory activities
* Repetition of instruction
* Visual cues
 | * Multisensory activities
* Repetition of instruction
* Visual cues
 | * Multisensory activities
* Repetition of instruction
* Visual cues
 |

**Language Arts Curriculum: Grade 1**

**Foundational Skills**

**Standard RF 1.4**

| **Essential Question(s): How do readers read with sufficient accuracy and fluency to support comprehension?** |
| --- |
| **Vocabulary:** fluency, accuracy, summarize, predict, reread, context clues, expression |
| **Foundational Skills**  |
| **NJSLS Anchor Standard: Fluency** |
| **Anchor Standard 4** Read with sufficient accuracy and fluency to support comprehension. |
| **NJSLS Standard: RF. 1.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| a. Read grade-level text with purpose and understanding. | * Employ reading strategies while reading independently and aloud

- Pre-reading: prediction  making, setting a purpose *-* During reading: ask  questions, make  connections - After reading: summarize | * Model strategies good readers use (i.e. questioning, re-reading, using context clues)
* Practice a variety of reading formats:
* student guided reading
* peer reading
* teacher read-aloud
 | * SAAVAS MyView
* Fundations
* ThinkCentral
* Audio Books
 |
| b. Read grade-level text orally with accuracy, appropriate rate, and expression. | * Read grade level text orally with:
* Accuracy
* Appropriate Rate
* Expression
 | * Model fluent reading with proper pacing, emphasis, and expression
* Conduct running records and fluency tests
 |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Use context clues when decoding and determining word meaning
* Reread as necessary
 | * Discuss strategies to confirm word recognition or self-correct miscues
* Using context clues
* Rereading
* Model rereading to correct errors
* "How can the other words in the sentence help us identify new words?"
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Structure peer modeling (partner reading)
 | * Repeated readings
* Reader’s Theater
* Poetry
* Poetry Notebook
* Whisper phones
 | * Repeated readings
* Reader’s Theater
* Poetry
* Poetry Notebook
* Whisper phones
 | * Repeated readings
* Reader’s Theater
* Poetry
* Poetry Notebook
* Whisper phones
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.1**

| **Essential Question(s):** How do writers use valid evidence to support claims? |
| --- |
| **Vocabulary:** opinion, opening sentence, supporting detail, closing sentence, paragraph |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **NJSLS Standard: W.1.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Write an opening sentence expressing personal opinion
* Brainstorm reasons that support an opinion
* Identify and write valid reasons

Write a closing sentence  | * Model how to write an opinion piece (using an opening sentence, reasons and closing sentence)
* Use graphic organizer (i.e., KWL chart, pro/con list, Venn diagrams, web, opinions/ supporting evidence)
 | * Scholastic News
* SAAVAS MyView
* Smart Exchange (if applicable)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Individual project
* Alternative writing prompts
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.2**

| **Essential Question(s):** How do writers explore topics and convey ideas? |
| --- |
| **Vocabulary:** web, brainstorm, fact, opening sentence, supporting details, closing sentence, paragraph |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **NJSLS Standard: W.1.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | * Brainstorm topics
* Sort and choose relevant info
* Write opening sentence add supporting details
* Write a closing sentence
 | * Provide resources if needed
* Use graphic organizers (i.e. web)
* Model writing an informative/explanatory text (include opening statement, supporting details and closing sentence)
 | * TimeForKids.com
* SAAVAS MyView
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Individual project
* Alternative writing prompts
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Help students restate ideas in complete sentences before writing
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.3**

| **Essential Question(s):** How do writers develop effective narratives?  |
| --- |
| **Vocabulary:** paragraph, narrative, events, sequence, transition words (first, next, then, finally) |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **NJSLS Standard: W.1.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Identify elements of a narrative
* Identify two or more events, including details
* Tell about a series of events in a logical sequence using temporal words
 | * Introduce temporal words
* Use graphic organizers (i.e., pre-writing, story chart, conflict organizer)
* Create a word wall (i.e. first, then, next, last)
* Have students complete sequencing activities
* Model effective beginnings and endings
 | * SAAVAS MyView
* Standards Solutions
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Individual project
* Alternative writing prompts
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Help students restate ideas in complete sentences before writing
* Support sequencing of ideas, helping to point out beginning, middle and end
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Support sequencing of ideas, helping to point out beginning, middle and end
 | * Graphic organizers
* Alternative writing prompts
* Dictate ideas
* Personal word walls
* Review key features of the genre
* Support sequencing of ideas, helping to point out beginning, middle and end
 |

 **Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.4**

| **Essential Question(s):** How do writers create effective pieces of writing? |
| --- |
| **Vocabulary:**  |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text**  |
| **Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| **NJSLS Standard: W.1.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| Begins in 3rd grade |  |  |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
|  |  |  |  |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.5**

| **Essential Question(s):** How do writers use the writing process to improve text?  |
| --- |
| **Vocabulary:** revise, edit/proofread, rubric |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text** |
| **Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **NJSLS Standard: W.1.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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. | * Revise writing based on teacher or student suggestions
* Add details to writing as needed
 | * Provide a model paragraph with effective supporting details
* Mini lesson on revising/editing
* Use rubric
 | * Standards Solutions
* SAAVAS MyView
* Smart Exchange (if applicable)
* Personal/Peer writing pieces
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Revise and edit a higher grade level writing piece with a peer
* Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose
 | * Revising checklist
* Focus on student’s strengths
* List of transitional phrases
* Peer editing
* Proofreading marks chart
 | * Revising checklist
* List of transitional phrases
* Peer editing
* Proofreading marks chart
 | * Revising checklist
* List of transitional phrases
* Morning tutoring
* Peer editing
* Proofreading marks chart
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.6**

| **Essential Question(s):** How do writers use technology to facilitate writing and collaboration? |
| --- |
| **Vocabulary:** mouse, icon, publish, collaborate |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text** |
| **Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **NJSLS Standard: W.1.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | * Use technology to record and organize information
* With guidance, use technology to publish writing in a variety of formats (blogs, wikis, web pages, etc.)
* Collaborate with others
 | * Use computer lab
* Review mouse and introduce keyboarding skills
* Introduce different ways to publish text (i.e. teacher webpage, podcast, print and display)
* Introduce cooperative learning writing activity in which students publish text
 | * SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Project based assignment incorporating internet research
 | * Model usage of laptops using Smartboard.
* Cooperative groups writing assignments
 | * Model usage of laptops using Smartboard.
* Cooperative groups writing assignments
 | * Model usage of laptops using Smartboard.
* Cooperative groups writing assignments
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.7**

| **Essential Question(s):** How do writers conduct research to demonstrate understanding of a subject? |
| --- |
| **Vocabulary:** “how to” book, sequence, topic, collaborate |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 7:** 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. |
| **NJSLS Standard: W.1.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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). | * Explore subject using various sources
* Identify important information
* Organize information
* Collaboratively draft research writing project
* Use sequence words in writing
 | * Introduce “how to” books and other informational texts
* Conduct mini lesson on organizing details
* Use graphic organizers
* Show models of correct and incorrect sequencing
* Create word wall (i.e. sequence words)
 | * Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (World Book Online
* Magazines (Scholastic News, National Geographic Kids, etc)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a nonfiction book based on researched topic
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Integrate illustrations that support student created nonfiction book
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Integrate illustrations that support student created nonfiction book
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Integrate illustrations that support student created nonfiction book
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.8**

| **Essential Question(s):** How do writers evaluate and use sources?  |
| --- |
| **Vocabulary:** source, research |
| **Writing** |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **NJSLS Standard: W.3.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | * Access prior knowledge to answer questions
* Answer questions by referring to information from a given source
 | * Provide multiple sources on topics
* Model how to use sources to answer questions
 | * BrainpopJr.
* Leveled Library
* Media Center
* Magazines (National Geographic Kids, Scholastic News, etc)
* World Book Online
* Truflix
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Produce notes in their own words
 | * Color coded guide to citing text evidence
* Story Elements chart
* Building background knowledge
* Videos related to topic
 | * Color coded guide to citing text evidence
* Story Elements chart
* Building background knowledge
* Videos related to topic
 | * Color coded guide to citing text evidence
* Story Elements chart
* Building background knowledge
* Videos related to topic
 |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.9**

| **Essential Question(s):** How do writers apply evidence from text to support conclusions? |
| --- |
| **Vocabulary:** N/A |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **NJSLS Standard: W.1.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| (Begins in Grade 4) |  |  |  |

**Language Arts Curriculum: Grade 1**

**Writing**

**Standard W.1.10**

| **Essential Question(s):** How do writers successfully create text based upon the established time frame, task, purpose and audience? |
| --- |
| **Vocabulary:** N/A |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 10:** 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. |
| **NJSLS Standard: W.1.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| Begins in Grade 3 |  |  |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
|  |  |  |  |

**Language Arts Curriculum: Grade 1**

**Speaking and Listening**

| **Essential Question(s):** How do students express thoughts and ideas in an effective manner?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 1:** 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. |
| **NJSLS Standard: SL.1.1** |
| **Vocabulary:** discussion, on topic, confuse, speak clearly, speaker, listener |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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 normsfor discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | * Follow determined rules during class discussions
 | * Establish rules for discussions, including active listening, turn taking, respecting opinion (i.e. create classroom rule chart)
* Model rules
* Practice large/ small discussion role playing
 |  |
| b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | * Contribute to the classroom conversations by active listening, asking questions, and linking comments within the discussion
* Demonstrate ability to stay on topic
 | * Introduce how to stay on topic during conversation
* Model “speaker/ listener” with discussion
* Pose questions
* Discourage repetition
* Encourage staying on topic
 |  |
| c. Ask questions to clear up any confusion about the topics and texts under discussion. | * Ask questions to clarify discussion topics during classroom conversation
 | * Introduce appropriate techniques for further explanation model techniques
* Practice large/ small group discussions
* Encourage further explanation to stay on topic
 |  |

**Language Arts Curriculum: Grade 1**

**Speaking and Listening**

| **Essential Question(s):** How do readers use information presented in diverse formats to determine main ideas and supporting details?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **NJSLS Standard: SL.1.2** |
| **Vocabulary:** main idea, summarize, listening, key details |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | * Identify main idea
* Identify key details
* Ask and answer discussion questions
* Summarize information
 | * Read a text aloud, provide information orally, or through other media (i.e. Brain Pop Jr. video)
* Review active listening techniques
* Model how to ask and answer questions about key details
* Have students orally summarize information
 |  |

**Language Arts Curriculum: Grade 1**

**Speaking and Listening**

| **Essential Question(s):** How do listeners evaluate speakers? |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| **NJSLS Standard: SL.1.3** |
| **Vocabulary:** active listening, effective questioning |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | * Ask questions to clarify discussion topics during classroom conversation
* Answer questions to add information during classroom conversation
 | * Review active listening techniques
* Teach effective questioning techniques
* Review question words
* Model questions
 |  |

**Language Arts Curriculum: Grade 1**

**Speaking and Listening**

| **Essential Question(s):** How do speakers vary their presentation of information dependent upon the established task, purpose and audience? |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: SL.1.4** |
| **Vocabulary:** public speaking skills |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | * Present information using relevant details
* Express ideas and feelings clearly
 | * Introduce public speaking skills (i.e. standing tall, classroom voice, eye contact, etc.)
* Model public speaking skills
* Provide opportunities for students to practice (i.e. have students practice with partners)
 |  |

**Language Arts Curriculum: Grade 1**

**Speaking and Listening**

| **Essential Question(s):** How do students enhance a presentation?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| **NJSLS Standard: SL.1.5** |
| **Vocabulary:** public speaking, visual displays |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | * Utilize visual displays to clarify ideas, thoughts, and feelings during public speaking
 | * Provide examples of visual displays (i.e. original artwork, photographs, posters, magazine collages, books, objects, etc.)
* Model appropriate usage of visual displays during public speaking
 |  |

**Language Arts Curriculum: Grade 1**

**Speaking and Listening**

| **Essential Question(s):** How do students demonstrate command of formal English?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English whenindicated or appropriate. |
| **NJSLS Standard: SL.1.6** |
| **Vocabulary:** complete sentence |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 6. Produce complete sentences when appropriate to task and situation. | * Speak in complete sentences
 | * Observe, model and correct students’ use of language when appropriate
* Model the use of complete sentences
 |  |

**Language Arts Curriculum: Grade 1**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English to convey a message?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **NJSLS Standard: L.1.1** |
| **Vocabulary:** capital and lower case, nouns, verbs, adjectives, sentences, pronouns, punctuation |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| a. Print all upper- and lowercase letters. | * Print capital/lower case letter
 | * Model penmanship
* Provide written practice
 |  |
| b. Use common, proper, and possessive nouns. | * Distinguish between common/proper
* Identify possessive nouns
* Follow grammar rules
 | * Teach grammar rules for common, proper, and possessive nouns
* Provide oral/written practice (i.e., identify nouns)
 |  |
| c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | * Use correct subject/verb agreement
 | * Teach grammar rules
* Provide examples
* Provide oral and written practice
 |  |
| d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | * Use correct personal, possessive and indefinite pronouns
 | * Teach grammar rules
* Provide examples
* Provide oral and written practice
 |  |
| 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). | * Use correct verb forms to convey past, present, and future.
 | * Teach grammar rules
* Provide examples
* Oral/ written practice
 |  |
| f. Use frequently occurring adjectives. | * Use adjectives (size, shape, color, number, etc.)
 | * Teach grammar rules
* Provide examples
* Provide oral and written practice
 |  |
| g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). | * Use conjunctions to connect two simple sentences or ideas
 | * Teach grammar rules
* Provide examples
* Provide oral and written practice
 |  |
| h. Use determiners (e.g., articles, demonstratives). | * Use determiners correctly
 | * Teach grammar rules
* Provide examples
* Provide oral and written practice
 |  |
| i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). | * Use prepositions correctly
 | * Teach grammar rules
* Provide examples

Provide oral and written practice |  |
| j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | * Distinguish between declarative, interrogative, imperative, and exclamatory sentences.
* Use learned parts of speech to expand sentences orally and in writing.
* Produce different types of sentences in response to prompts.
 | * Teach grammar rules
* Provide examples
* Provide oral and written practice
 |  |

**Language Arts Curriculum: Grade 1**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English mechanics to convey a message? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **NJSLS Standard: L.1.2** |
| **Vocabulary:** capitalization, proper nouns, common nouns, dates, months, commas, end punctuation |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| a. Capitalize dates and names of people. | * Use correct capitalization for dates and names of people
 | * Teach the capitalization rules for dates and names of people
* Provide examples
* Provide written practice
 |  |
| b. Use end punctuation for sentences. | * Use end punctuation for sentences
 | * Teach end punctuation for sentences
* Provide examples
* Provide written practice
 |  |
| c. Use commas in dates and to separate single words in a series. | * Use commas in dates and to separate single words in a series
 | * Introduce rules for commas in date/ words in a series
* Provide examples
* Provide written practice
 |  |
| d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | * Use common spelling patterns
* Use correct spelling for frequently occurring irregular words
 | * Provide rhyming/ word family examples to build lists for spelling words
* Create charts for irregular words
 |  |
| e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | * Use phonemic awareness and spelling conventions to spell unfamiliar words
 | * Review all sounds, blends, families, and rules to spell phonetically
* Provide written practice
 |  |

**Language Arts Curriculum: Grade 1**

**Language**

| **Essential Question(s):** How do students use their knowledge of language to communicate effectively and increase understanding?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Knowledge of Language**  |
| **Anchor Standard 3:** 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. |
| **NJSLS Standard: L.1.3** |
| **Vocabulary:**  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. (Begins in grade 2) |  |  |  |

**Language Arts Curriculum: Grade 1**

**Language**

| **Essential Question(s):** How do students use context clues and word parts to clarify the meaning of unknown words?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 4:** 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. |
| **NJSLS Standard: L.1.4** |
| **Vocabulary:** prefix, suffix, affix, context clues, root word |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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. | * Identify context clues in text
 | * Introduce context clue strategies

 - make a list of strategies* Provide examples
* Provide practice
 |  |
| b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, un-, re- -ful, -less) as a clue to the meaning of a word. | * Identify common prefixes and their meanings.
* Identify common suffixes and their meanings.
* Explain the meaning of words with common prefixes and suffixes.
 | * Introduce prefixes and suffixes
* Explain how addition of a prefix/ suffix affects the meaning of a known word
* Teach common meaning of affixes
* Provide written practice: affixes
* Provide written practice: determine new words
 |  |
| c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). | * Identify and define root words.
* Identify inflectional endings (e.g., s, es, ing) and their effect on word meaning.
* Use root words and their inflectional endings correctly when speaking and writing
 | * Introduce root words
* Review inflectional endings
* Provide written practice
 |  |

**Language Arts Curriculum: Grade 1**

**Language**

| **Essential Question(s):** How do students demonstrate their understanding of word meaning when making connections between related words? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings. |
| **NJSLS Standard: L.1.5** |
| **Vocabulary:** N/A |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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. | * Identify commonalities and underlining concepts among groups of words.
* Sort words into categories
 | * Create categories for sorting
* Use graphic organizers for categories
 |  |
| 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). | * Discuss key attributes of words to identify a category.
* Use common attributes to determine the meaning of words.
 | * Teach definitions of words by categories
* Have students play categorical games
 |  |
| c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). | * Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.
 | * Provide opportunities for students to demonstrate understanding of word meaning by applying knowledge of its definition to real life
 |  |
| 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. | * Discuss and act out a variety of verbs that have similar meanings.
* Identify synonyms for verbs and adjectives.
* Use context clues to distinguish intensity (nuances) of meaning among synonyms.
 | * Teach how word use can vary dependent upon context and intention
* Determine which words are most accurate according to the context
* Demonstrate different degrees of action (e.g., the differences between tossing, hurling, and throwing a ball.)
 |  |

**Language Arts Curriculum: Grade 1**

**Language**

| **Essential Question(s):** How do student apply their knowledge of the English language to communicate most effectively? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 6:** 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. |
| **NJSLS Standard: L.1.6** |
| **Vocabulary:** N/A |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 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). | * Use grade appropriate language and vocabulary at a level of proficiency
* Use standard English to communicate effectively
 | * Provide strategies and examples of using standard English
* Provide speaking and writing opportunities during which students can strengthen command of standard English
 |  |