

Great Meadows Regional

Grade 1

**CURRICULUM GUIDE
English Language Arts
December 2016**

**Mr. David C. Mango, Superintendent
Ms. Nadia Inskeep, Director of Curriculum & Instruction**

**Developed by:
Joseph Carroll
Brooke Flynn**

**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional Board of Education
at the regular meeting held on 1/24/2017
and
*Aligned with the New Jersey Student Learning Standards***

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Philosophy and Rationale

Reading and writing are lifelong literacy skills. In the Great Meadows Regional School District, we seek to create a vital community of learners, immersed in the process of reading, writing, speaking, and listening. We believe that these processes are essential skills for communication, self-discovery and knowledge acquisition. Students connect and respond to written and spoken forms of expression and develop personal insights which allow them to become active participants in a global society. Through self-reflection, collaboration with peers, teacher conferences, and assessments, students discover themselves as effective communicators through a multitude of shared learning experiences in a supportive and positive learning environment.

Scope and Sequence

Unit 1:

Comprehension--main idea, summarize , information text, Understanding characters, Infer/predict, realistic fiction, Sequence of events, Monitor/Clarify, Author's word choice, Text and graphic Features, Question, Story structure, Analyze/evaluate, Fantasy

Phonics--Beginning sounds/ blend phonemes, Short vowels , consonants
n,d,p,f,r,h,z,s,b,g,l,x,y,w,k,v,j,qu,z
phonogram it, et,
inflection s

Fluency/High Frequency--

Word recognition, words connected in text, phrasing: punctuation, Intonation, self correct

Speaking and listening

Listening comprehension, using visuals, ask and answer questions, compare and contrast

Spelling/Language--

Nouns, possessives, action verbs, adjectives, Short vowels , consonants
n,d,p,f,r,h,z,s,b,g,l,x,y,w,k,v,j,qu,z

Writing--Narrative writing

Unit : 2

Comprehension-- Understanding characters, Summarize, Story Message, Main Idea and Details, Inter/Predict, Text and Graphic Features, Sequence of Events, Analyze/Evaluate, Narrator, Question, Genre: Biography, Story Structure, Visualize, Dialogue, Monitor/ Clarify

Phonics-- Final Sound, Segment Phonemes, Review Short vowels a, e, i, o, u Double Final Consonants and ck, Phonograms: -ack, -ip, -ock, -ump, Middle Sound, Clusters with l and r, Blends with s, Final Blends

Fluency/High Frequency--

Expression, Rate, Phrasing: Natural Pauses, Accuracy: Word Recognition, Stress

Speaking and listening

Listening comprehension, using visuals, ask and answer questions, compare and contrast, sensory words and words about feelings

Vocabulary/Spelling/Language--

Shades of meaning, using a glossary, define words, antonyms, synonyms, words with short a, e, i, o, u, complete sentences, commas in a series, statements, singular and plural nouns, using a, an, and the

Writing-- Mode: Informative; Writing Form: sentences that describe, poetry, thank-you note, description; Focus Traits: Ideas, Word Choice, Organization; Write About Reading: Performance

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Task; Research/ Media Literacy Skills: Ask and Answer Questions Using Information from Media

Unit 3:

Comprehension-- Author's purpose, analyze/evaluate, details, sequence of events, question, story lesson, cause and effect, visualize, sound words, conclusions, infer/predict, compare and contrast, monitor/clarify, text and graphic features

Phonics-- Blend phonemes, segment phonemes, substitute initial phonemes, middle sound, substitute medial phonemes, digraphs th,ch,tch,sh, wh, ph, kn, wr, gn, mb. Base words -s, -es, -ed, -ing, endings. Possessives with 's. Long vowels a, i (CVCE), phonograms -atch, -ace, -ake, -ine, -ite. Soft c, g, dge. Contractions 's, n't

Fluency/High Frequency--

phrasing punctuation, rate, accuracy, (word recognition), expression and intonation.

Speaking and listening

listening comprehension, giving clear directions, discuss informational text: compare and contrast, speaking about a topic,

Vocabulary/Spelling/Language--

spell words with th, ch, tch, sh, wh, ph, long a_e Long i_e. Proper nouns, commands, subject-verb agreement, present and past tense, the verb be using: is, are, was, were. Classify and categorize color words, homophones, word endings -ed, -ing, or-s. Suffixes -y, -ful. Define words. Multiple meaning words

Writing-- Informative Writing: ideas, fluency, and word choice. Instruction writing (how to) and report writing (factual)

Unit 4:

Comprehension-- Main idea and details, question, author's purpose, dialogue, analyze/evaluate, sequence of events, story lesson, summarize, cause and effect, visualize, conclusions, infer/predict, compare and contrast, monitor/clarify, using context

Phonics-- Substitute medial and final phonemes, Blend phonemes, identify medial and final phonemes, distinguish vowel sounds, combine/segment syllables, recognize syllables. Compound words, short vowel e (ea), Long o and e (CV, CVCE), Long u (CVCE) Vowel pairs ee, ea, ai, ay, oa, ow. Final endings ng, nk. Contractions 'll, 'd, 've, 're. Phonograms -ink, -ay, -ain, -ow, -oat

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Fluency/High Frequency--

Stress, phrasing a question, expression, intonation and rate,

Speaking and listening

Listening comprehension, speaking to persuade, using visuals, using sensory words and words about feelings

Vocabulary/Spelling/Language--

Spell words with long o, long e, vowel pairs ai, ay, oa, ow and compound words. Questions, compound sentences, names of months, days, holidays and using commas in dates; Using future tense will and going to; and prepositional phrases (where, when). Suffixes -y, -ful. Defining words, multiple meaning words, synonyms, and compound words.

Writing-- Narrative Writing. Focus traits: ideas, sentence fluency, organization and word choice. Personal Narrative and a friendly letter

Unit 5:

Comprehension-- story structure, conclusions, cause and effect, sequence of events, understanding characters, analyze and evaluate, visualize, monitor/clarify, question, summarize.

Phonics-- r controlled vowel ar; r controlled vowels or, ore; phonograms ar, ore. R controlled vowels ir, ur, er; vowel digraphs oo; syllable patterns cvc; vowel digraphs; vowel combinations ou, ow, oi, oy, au, aw.

Fluency/High Frequency--

Phrasing: natural pauses, accuracy: connected text, stress, phrasing: punctuation, expression

Speaking and listening

Giving clear explanations, using text features, speaking to express an opinion, life cycle report, speaking about a topic.

Vocabulary/Spelling/Language--

Oral vocabulary prefix re-, using a dictionary entry, defining words, multiple meaning words, synonyms with introductions to a thesaurus. spell words with r controlled vowel ir, er, ur, ar, vowel digraph oo, ou, ew; vowel diphthongs, ou, ow. Use subject pronouns, the pronouns I and me; possessive pronouns; indefinite pronouns and contractions.

Writing-- Narrative story sentences; narrative story summary; narrative story

Unit 6:

Comprehension-- compare and contrast; author's purpose; story structure; understanding characters; main idea and details; monitor and clarify; analyze and evaluation; infer/ predict; visualize; summarize.

Phonics-- base words with ending -ed and -ing; long e spelling patterns y and ie; base words

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with inflection er, est; syllable -le; long i spelling patterns igh, y, ie; based word with inflection -ed, -ing, -er, -est, -es; phonograms ight, y; suffixes -ful, -ly, -y; long vowel spelling patterns a, e, i, o, u; syllable patterns cv; prefixes un and re

Fluency/High Frequency--

Accuracy: self-correct; intonation: phrasing:natural pauses, expression; rate: adjust to purpose

Speaking and listening

Ask and answer questions using information from media, how to report, discuss stories, compare and contrast, using visuals, ask and answer questions about informational text.

Vocabulary/Spelling/Language--

Oral vocabulary figurative language, classify categorize emotion words, homographs, prefix un and suffix -ly. Based words ending in -ed and -ing, -er, -est. Spelling patterns igh, y, and ie. suffixes -ful, -ly and -y; CV syllables. Exclamations, kinds of sentences, kinds of adjectives, adverbs, and adjectives that compare.

Writing-- Opinion sentences; opinion paragraph

Mission Statement

The Great Meadows Regional School District will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the New Jersey Student Learning Standards at all grade levels.

Stage 1: Desired Results

Unit: 1

Topic: Language Arts

Content Standards

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.

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.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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.1.4. 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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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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).

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.

- 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).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- B. Decode regularly spelled one-syllable words.

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.

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.

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.1.7. 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).

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W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

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.

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.

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.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Use end punctuation for sentences.

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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.

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.

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.

C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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*).

Essential Questions

Why is school important?

Enduring Understandings

Important things about being a friend.

Weather and storms affect our community.

Many different kinds of people make a community.

Trains are one of the many ways we can travel.

Knowledge and Skills (SWBAT embedded course proficiencies)

Comprehension Skills and Strategies:

- **Target Skills:** Main Idea, Understanding Characters, Sequence of Events, Text and Graphic Features, Story Structure.
- **Target Strategies:** Summarize, Infer/Predict, Monitor/Clarify, Question, Analyze/Evaluate

Foundational Skills:

- Short Vowels: a, i, o, u, e
- Consonants: n, d, p, f, r, h, /z/s, b, g, l, x, y, w, k, v, j, qu, z
- Phonograms: it, et, inflection s
- Fluency

High Frequency Words:

play, be, and, help, with, you, he, look, have, for, too, what, sing, do they, find, funny, no, my, here, who, all, does, me, many, friend, full, pull, hold, good

Vocabulary:

Classify and Categorize Words, Context Clues, Multiple Meaning Words, Alphabetical Order, Synonyms

Grammar:

Nouns, Possessives, Action Verbs (present tense), Adjectives (size, shape, color, number)

Writing

Narrative Writing:

- Labels, Captions, Sentences, Class Story,

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Objectives:

- Students will be able to retell stories using key details
- Students will be able to describes characters, setting, and major events
- Students will be able to explain major differences between books that tell stories and books that tell information
- Students will ask and answer questions about key details in a text
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will be able to decode regularly spelled one syllable words
- Students will read on level text with purpose and understanding
- Students will distinguish long from short vowel sounds.
- Student will demonstrate listening skills for information and understanding
- Students will participate in classroom discussions actively and appropriately
- Students will ask questions to gain information and understanding
- The students will utilize correct punctuation, capitalization and grammar
- Students will be able to label and write narrative pieces

Summative Assessments:

- Journeys Unit 1 Benchmark Assessment (Reading and Analyzing Text, Phonics, and Narrative Writing piece)
- Unit 1 Writing to Narrate Benchmark

Formative Assessments:

- Journeys weekly vocabulary, comprehension, phonics, skills in context assessments
- Guided reading observations

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- DRA
- Weekly writing pieces

Stage 3: Learning Plan

Throughout the Unit, a typical first grade classroom will focus heavily on the knowledge and skills section, listed above. The teacher or teachers, will cover these aspects using whole-group instruction, small-group instruction, leveled guided reading groups, and student directed/cooperative learning activities. These activities will consist of things like manipulatives to assist with writing and phonics activities, smartboard activities (Journeys created and teacher created), STEM activities, and use of chromebooks and desktop computers. Utilizing this approach will make it easier to differentiate activities to reach the overachieving and underachieving student. This unit touches on the 21st Century Theme Civic Literacy and Environmental Literacy as well as, incorporates social and cross-cultural skills.

Time Allotment

30 school days

Resources

Journeys Anchor Texts:

What is a Pal?, The Storm, Curious George at School, Lucia's Neighborhood, Gus Takes the Train

Leveled Readers:

- **Struggling Readers:** Helping, Granny, Curious George Finds Out About School, At the Park, Sledding.

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- **On Level Reader:** Sharing, Grandpa and Me, Curious George's Day at School, Our Town, Ben The Cat.
- **Advanced Reader:** Friends, A Mexican Festival, Curious George at the Library, Neighbors, A Job for Jojo.
- **ELL:** Friends Who Share, When Grandpa Was a Boy, Curious George Visits School, The Places in Our Town, A Cat Named Ben
- **Vocabulary Readers:** Favorite Things, Grandpa, Curious About School, Firehouse, Trains

Supplementary Resources:

- Book Closet containing more leveled readers
- Wilson Reading Program
- Reading A-Z
- Lexia
- Bookflix
- Core Clicks

Differentiation

Leveled Guided Reading, Small Group Instruction, Literacy Centers, ELL Readers, Orton Gillingham, Wilson Reading, Starfall, Reading A-Z,, ABCYA, Lexia Core 5, ABC Mouse, PBS Kids, Flashcards, Scholastic Core Clicks, Learning Games, Writers Workshop, Multi-Sensory, In-Class Support, One-on-One, Think Central (Dashboard), Smartboard (Smart Exchange), Graphic Organizers, Journey's Grab n' Go, Picture Prompt Story Cards

Stage 1: Desired Results

Unit: 2

Topic: Language Arts

Content Standards

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.

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.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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.

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.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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).

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.

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).

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).

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.

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.1.5. 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.1.7. 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.

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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.

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.

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).
- F. Use frequently occurring adjectives.
- H. Use determiners (e.g., articles, demonstratives).
- 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.

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- 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.

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.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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).

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*).

Essential Questions

Why are characters important to a story?

Enduring Understandings

Characters in a story teaches us lessons.

Animals use communication.

Music is part of your everyday life.

Poems and stories can be funny.

There are ways to show friends that you care.

Knowledge and Skills (SWBAT embedded course proficiencies)

Comprehension Skills and Strategies:

- **Target Skills:** Main Idea, Understanding Characters, Sequence of Events, Text and Graphic Features, Story Structure.
- **Target Strategies:** Summarize, Infer/Predict, Question, Analyze/Evaluate, Visualize

Foundational Skills:

- Short Vowels: a, i, o, u, e
- Double final consonant ck, blends with r, blends with l, blends with s, final blends
- Phonograms: ack, ip, ock, ump
- Fluency: expression, rate, phrasing: natural pauses, word recognition, stress

High Frequency Words:

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Come, said, call, hear, away, every, of, how, make, some, why, animal, our, today, she, now, her, would, write, read, pictures, draw, was, after, give, one, small, put, eat, take

Vocabulary:

- Shades of Meaning, Using a Glossary, Define Words, Antonyms, Synonyms

Grammar:

- Complete Sentences, Commas in a Series, Statements, Singular and Plural Nouns, Articles

Writing

Informative Writing:

- Sentences that Describe, Poetry, Thank You Note, Description

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Objectives:

- Students will be able to retell stories using key details
- Students will be able to describes characters, setting, and major events
- Students will be able to explain major differences between books that tell stories and books that tell information
- Students will ask and answer questions about key details in a text
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will be able to decode regularly spelled one syllable words
- Students will read on level text with purpose and understanding
- Students will distinguish long from short vowel sounds.
- Student will demonstrate listening skills for information and understanding

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- Students will participate in classroom discussions actively and appropriately
- Students will ask questions to gain information and understanding
- The students will utilize correct punctuation, capitalization and grammar
- Students will be able to use facts to write an informative sentence or story

Summative Assessments:

- Journeys Unit 2 Benchmark Assessment (Reading and Analyzing Text, Phonics, and Informative Writing piece)
- Unit 2 Writing to Inform Benchmark

Formative Assessments:

- Journeys weekly vocabulary, comprehension, phonics, skills in context assessments
- Guided reading observations
- DRA
- Weekly writing pieces

Stage 3: Learning Plan

Throughout the Unit, a typical first grade classroom will focus heavily on the knowledge and skills section, listed above. The teacher or teachers, will cover these aspects using whole-group instruction, small-group instruction, leveled guided reading groups, and student directed/cooperative learning activities. These activities will consist of things like manipulatives to assist with writing and phonics activities, smartboard activities (Journeys created and teacher created), STEM activities, and use of chromebooks and desktop computers. Utilizing this approach will make it easier to differentiate activities to reach the overachieving and underachieving student. This unit touches on the 21st Century Theme global awareness as well as, incorporates social and cross-cultural skills and communication and collaboration.

Time Allotment 30 school days

Resources

Journeys Anchor Texts:

Jack and The Wolf, How Animals Communicate, A Musical Day, Dr. Seuss, A Cupcake Party

Leveled Readers:

- **Struggling Readers:** The Pigs, Dogs, Dress Up, Drawing, Trip to the Rock.
- **On Level Reader:** Turtle and Hare, Animals at Night, Nana's House, Jim Henson, the Puppet Man, Toad's Birthday.
- **Advanced Reader:** Fox and Crow, Dog Talk, The Beach, Margret and Hans Rey, Chipmunk's New Home.
- **ELL:** Go Turtle! Go Hare!, Busy Animals at Night, Our Day at Nana's House, The Man Who Made Puppets, Happy Birthday Toad
- **Vocabulary Readers:** Reading, Animal Talk, Music, Reading Together, Happy Birthday!

Supplementary Resources:

- Book Closet containing leveled readers
- Wilson Reading Program
- Reading A-Z
- Lexia
- Core Clicks
- Bookflix

Differentiation

Leveled Guided Reading, Small Group Instruction, Literacy Centers, ELL Readers, Orton Gillingham, Wilson Reading, Starfall, Reading A-Z,, ABCYA, Lexia Core 5, ABC Mouse, PBS Kids, Flashcards, Scholastic Core Clicks, Learning Games, Writers Workshop, Multi-Sensory, In-Class Support, One-on-One, Think Central (Dashboard), Smartboard (Smart Exchange), Graphic Organizers, Journey's Grab n' Go, Picture Prompt Story Cards

Stage 1: Desired Results

Unit 3

Topic: Language Arts

Content Standards

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.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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.1.7. 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).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

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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).

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).
- C. Know final -e and common vowel team conventions for representing long vowel sounds.

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.

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.1.5. 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.

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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.

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.

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.

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).
- 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).
- H. Use determiners (e.g., articles, demonstratives).

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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.

Essential Questions

Why are animal habitats different?

Enduring Understandings

Different plants and animals live in the ocean.

Compare and contrast jungle animals from farm animals.

When the seasons change the weather changes.

Rules are important to follow.

Compare and contrast birds and mammals.

Knowledge and Skills (SWBAT embedded course proficiencies)

Comprehension Skills and Strategies:

- **Target Skills:** Author's Purpose, Sequence of Events, Cause and Effect, Conclusions, Compare and Contrast.
- **Target Strategies:** Infer/Predict, Monitor/Clarify, Question, Analyze/Evaluate, Visualize, Monitor and Clarify

Foundational Skills:

- Diagraphs: th, ch, tch, sh, wh, ph, kn, wr, gn, mb
- Long Vowel: a (CVCe), i (CVCe)
- Phonograms: atch, ace, ine, ite
- Base Words and -s, -es, -ed, and -ing endings
- Contractions: 's, n't,
- Soft c, g, dge
- Fluency: Phrasing:Punctuation, Rate, Accuracy:Word Recognition, Expression, Intonation

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High Frequency Words:

Cold, where, blue, live, far, their, little, water, brown, own, very, off, never, know, out been, green, yellow, grow, open, fall, new, down, goes, two, into, three, starts, over, four, five, watch, bird, fly, both, long, eyes, or, those, walk

Vocabulary:

- Classify and Categorize Words, Homophones, Word Endings -s, -ed, or -ing, Shades of Meaning, Suffixes -er, -est.

Grammar:

- Proper Nouns, Commands, Subject and Verb, Verbs and Time, Verb be

Writing

Informative Writing:

- Sentences that inform, Instructions, report

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Objectives:

- Students will be able to retell stories using key details
- Students will be able to explain major differences between books that tell stories and books that give information
- Students will ask and answer questions about key details in a text
- Students will identify basic similarities in and differences between two text on the same topic.
- Students will know and use various text features to locate key facts in a text
- Students will be able to orally produce single syllable words by blending sounds including consonant sounds.
- Students will be able to know final 'e' and common vowel team conventions for representing vowel sounds
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will read on level text with purpose and understanding

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- Students will distinguish long from short vowel sounds.
- Students will untaught words phonetically
- Students will be able to use common, proper, and possessive nouns
- Student will demonstrate listening skills for information and understanding
- Students will participate in classroom discussions actively and appropriately
- Students will ask questions to gain information and understanding
- Students will demonstrate following rules for whole group discussion
- The students will utilize correct punctuation, capitalization and grammar
- Students will be able to use facts to write an informative sentence or story

Summative Assessments:

- Journeys Unit 3 Benchmark Assessment (Reading and Analyzing Text, Phonics, and Narrative Writing piece)
- Unit 3 Writing to Inform Benchmark

Formative Assessments:

- Journeys weekly vocabulary, comprehension, phonics, skills in context assessments
- Guided reading observations
- DRA
- Weekly writing pieces

Stage 3: Learning Plan

Throughout the Unit, a typical first grade classroom will focus heavily on the knowledge and skills section, listed above. The teacher or teachers, will cover these aspects using whole-group instruction, small-group instruction, leveled guided reading groups, and student directed/cooperative learning activities. These activities will consist of things like manipulatives to assist with writing and phonics activities, smartboard activities (Journeys created and teacher created), STEM activities, and use of chromebooks and desktop computers. Utilizing this approach will make it easier to differentiate activities to reach the overachieving and underachieving student. This unit touches on the 21st Century Theme environmental literacy and global awareness.

Time Allotment

30 School Days

Resources

Journeys Anchor Texts:

At Home in the Ocean, How Leopard Got His Spots, Seasons, The Big Race, Animal Groups

Leveled Readers:

- **Struggling Readers:** In the Sea, Giraffe's Neck, Winter, Izzy's Move, Making A Home.
- **On Level Reader:** Coral Reefs, Bear's Tail, Fall Changes, The Treasure Map, All About Bats.
- **Advanced Reader:** The Amazing Octopus, Peacock's Tail, Seasons Around the World, Cam The Camel, Bald Eagles.
- **ELL:** Life in the Coral Reefs, Bear's Long, Brown, Tail, In The Fall, The Map and The Treasure, Many Kinds of Bats
- **Vocabulary Reader:** Shark, Spots, Ducks, Desert Animals, Animals

Supplementary Resources:

- Book Closet containing more leveled readers
- Wilson Reading Program
- Reading A-Z
- Lexia
- Core Clicks
- BookFlix

Differentiation

Leveled Guided Reading, Small Group Instruction, Literacy Centers, ELL Readers, Orton Gillingham, Wilson Reading, Starfall, Reading A-Z,, ABCYA, Lexia Core 5,, ABC Mouse, PBS Kids, Flashcards, Scholastic Core Clicks,, Learning Games, Writers Workshop, Multi-Sensory, In-Class Support, One-on-One, Think Central (Dashboard),, Smartboard (Smart Exchange), Graphic Organizers, Journey's Grab n' Go, Picture Prompt Story Cards

Stage 1: Desired Results

Unit 4

Topic Language Arts

Content Standards

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.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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.

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.1.7. 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.

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RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

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).

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).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

C. Know final -e and common vowel team conventions for representing long vowel sounds.

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.

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.1.3. 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.

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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.

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.

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.

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.

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.

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.

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C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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).

G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

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.

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.

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).

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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*).

Essential Questions

What can you learn from other people?

Enduring Understandings

Astronauts have jobs to do in space.

Describe different ways to travel.

Where different foods come from.

You can learn valuable lessons from people from the past.

There are ways to help people feel better who are sad.

Knowledge and Skills (SWBAT embedded course proficiencies)

Comprehension Skills and Strategies:

- **Target Skills:** Main Idea and Details, Author's Purpose, Sequence of Events, Cause and Effect, Compare and Contrast.
- **Target Strategies:** Infer/Predict, Monitor/Clarify, Question, Summarize, Visualize,

Foundational Skills:

- Diagraphs: th, ch, tch, sh, wh, ph, kn, wr, gn, mb
- Long Vowel: o (CV, CVCe), u (CVCe), e(ea, e, e_e,ee) ai, ay, oa, ow
- Short Vowel ea
- Phonograms: ink, ay, ain, ow, oat
- Words with ng, nk
- Contractions: 'll, 'd, 've, 're
- Fluency: Phrasing:Punctuation, Rate,, Expression, Intonation, Stress

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High Frequency Words:

Think, bring, before, light, because, carry, show, around, there, by, sure, could, don't, car, about, maybe, food, first, ground, sometimes, under, these, right, your, work, great, talk, paper, were, soon, laugh, done, want, old, try, use, more, wash, mother, door,

Vocabulary:

- Suffixes, -y, -ful, Define Words, Multiple Meaning Words, Synonyms, Compound Words.

Grammar:

- Questions, Compound Sentences, Names of Months and Holidays, Future Tense, Prepositions and prepositional phrases

Writing

Narrative Writing:

- Sentences about yourself, Friendly Letter, Personal Narrative

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Objectives:

- Students will be able to retell stories using key details
- Students will be able to explain major differences between books that tell stories and books that give information
- Students will ask and answer questions about key details in a text
- Students will identify basic similarities in and differences between two text on the same topic.
- Students will know and use various text features to locate key facts in a text

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- Students will be able to orally produce single syllable words by blending sounds including consonant sounds.
- Students will be able to know final 'e' and common vowel team conventions for representing vowel sounds
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will read on level text with purpose and understanding
- Students will distinguish long from short vowel sounds.
- Students will write untaught words phonetically
- Students will be able to use common, proper, and possessive nouns
- Students will use verbs to convey a sense of past, present and future
- Students will be able to read words with inflectional endings
- Students will read grade level text orally with accuracy, appropriate rate, and expression
- Student will demonstrate listening skills for information and understanding
- Students will participate in classroom discussions actively and appropriately
- Students will ask questions to gain information and understanding
- Students will demonstrate following rules for whole group discussion
- The students will utilize correct punctuation, capitalization and grammar
- Students will be able to create sentences to produce personal narratives on a given topic
- Students will use the correct format in producing a friendly letter

Summative Assessments:

- Journeys Unit 4 Benchmark Assessment (Reading and Analyzing Text, Phonics, and Narrative Writing piece)
- Unit 4 Writing to Narrate Benchmark

Formative Assessments:

- Journeys weekly vocabulary, comprehension, phonics, skills in context assessments
- Guided reading observations
- DRA
- Weekly writing pieces

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Stage 3: Learning Plan

Throughout the Unit, a typical first grade classroom will focus heavily on the knowledge and skills section, listed above. The teacher or teachers, will cover these aspects using whole-group instruction, small-group instruction, leveled guided reading groups, and student directed/cooperative learning activities. These activities will consist of things like manipulatives to assist with writing and phonics activities, smartboard activities (Journeys created and teacher created), STEM activities, and use of chromebooks and desktop computers. Utilizing this approach will make it easier to differentiate activities to reach the overachieving and underachieving student. This unit touches on the 21st Century Theme Civic Literacy as well as, incorporates social and cross-cultural skills, communication and collaboration, and leadership/responsibility skills.

Time Allotment

30 School Days

Resources

Journeys Anchor Texts:

Let's Go to the Moon, The Big Trip, Where Does Food Come From? Tomas Rivera, Little Rabbit's Tale

Leveled Readers:

- **Struggling Readers:** The Sun, Bear Swims, Apples, Working in the Park, Putting Frosting on the Cake.
- **On Level Reader:** Seasons, Flying, Food For You, Our Bakery, Polar Bear Pete.
- **Advanced Reader:** Living and Working in Space, The Mountain, A World of Food, What I Want to Be, Bobcat Tells a Tale.
- **ELL:** The Seasons of the Year, Flying in a Airplane, How We Get Food, Our Day at the Bakery, Polly's Pet Polar Bear
- **Vocabulary Reader:** In the Sky, Going to School, My Favorite Food, People in the Town, The Weather

Supplementary Resources:

- Book Closet containing more leveled readers
- Wilson Reading Program
- Reading A-Z
- Lexia
- Core Clicks
- Bookflix

Differentiation

Leveled Guided Reading, Small Group Instruction, Literacy Centers, ELL Readers, Orton Gillingham, Wilson Reading, Starfall, Reading A-Z,, ABCYA, Lexia Core 5, ABC Mouse, PBS Kids, Flashcards, Scholastic Core Clicks, Learning Games, Writers Workshop, Multi-Sensory, In-Class Support, One-on-One, Think Central (Dashboard), Smartboard (Smart Exchange), Graphic Organizers, Journey's Grab n' Go, Picture Prompt Story Cards

Stage 1: Desired Results

Unit 5

Topic Language Arts

Content Standards

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.

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.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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.1.7. Use the illustrations and details in a text to describe its key ideas.

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RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

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.

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).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

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.

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.

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.

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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.

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.

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.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).

G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

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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.

C. Use commas in dates and to separate single words in a series.

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.

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).

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*).

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Essential Questions

Why is it important to take care of living things?

Enduring Understandings

Gardens grow many things.

Some animals will have spots or stripes.

Identify the needs and wants of pet.

Trees change throughout their growth.

Countries have different people and customs.

Knowledge and Skills (SWBAT embedded course proficiencies)

Comprehension Skills and Strategies:

- **Target Skills:** Story Structure, Conclusions, Cause and Effect, Sequence of Events, Understanding Characters
- **Target Strategies:** Analyze/Evaluate, Monitor/Clarify, Summarize, Visualize, Question

Foundational Skills:

- R controlled vowels: ar, or, ore er, ir, ur,
- Vowel Diagraphs: oo
- Vowel Combinations: ou, ow, oi, oy, au, aw
- Phonograms: ar, ore
- Syllable Pattern CVC
- Fluency: Phrasing: Natural Pauses, Accuracy: Connected Text, Stress, Expression, Phrasing: Punctuation

High Frequency Words:

Few, night, loudly, window, noise, story, shall, world, learning, begins, until, eight, young, follow, years, baby, house, along, together, boy, father, again, nothing began, ready country, soil, kinds, earth, almost, covers, warms, city, myself, school party, seven, buy, please, family

Vocabulary:

- Prefix re-, Using a Dictionary, Define Words, Multiple Meaning Words, Synonyms with Introduction to Thesaurus.

Grammar:

- Subject Pronouns, The Pronouns I and Me, Possessive Pronouns, Indefinite Pronoun, Contractions

Writing

Narrative Writing:

- Story Sentences, Story Summary, Story

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Objectives:

- Students will be able to retell stories using key details
- Students will ask and answer questions about key details in a text
- Students will be able to compare and contrast the adventures and experiences of characters in a story
- Students will be able to describe characters, settings and major events in a story
- Students will be able to describe people, places and things and events with relevant details; expressing ideas and feelings clearly.
- Students will be able to know final 'e' and common vowel team conventions for representing vowel sounds
- Students will be able to decode 2 syllable words following basic patterns by breaking the words into syllables
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will read on level text with purpose and understanding

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- Students will use sentence level context as a clue to the meaning of a word or phrase
- Students will write untaught words phonetically
- Students will be able to recognize and read grade appropriate irregularly spelled words
- Students will use personal possessives and indefinite pronouns when speaking
- Students will read grade level text orally with accuracy, appropriate rate, and expression
- Student will demonstrate listening skills for information and understanding
- Students will participate in classroom discussions actively and appropriately
- Students will ask questions to gain information and understanding
- Students will demonstrate following rules for whole group discussion
- The students will utilize correct punctuation, capitalization and grammar
- Students will be able to write a narrative using 2 or more appropriately sequenced events

Summative Assessments:

- Journeys Unit 5 Benchmark Assessment (Reading and Analyzing Text, Phonics, and Narrative Writing piece)
- Unit 5 Writing to Narrate Benchmark

Formative Assessments:

- Journeys weekly vocabulary, comprehension, phonics, skills in context assessments
- Guided reading observations
- DRA
- Weekly writing pieces

Stage 3: Learning Plan

Throughout the Unit, a typical first grade classroom will focus heavily on the knowledge and skills section, listed above. The teacher or teachers, will cover these aspects using whole-group instruction, small-group instruction, leveled guided reading groups, and

Great Meadows Regional student directed/cooperative learning activities. These activities will consist of things like manipulatives to assist with writing and phonics activities, smartboard activities (Journeys created and teacher created), STEM activities, and use of chromebooks and desktop computers. Utilizing this approach will make it easier to differentiate activities to reach the overachieving and underachieving student. This unit touches on the 21st Century Theme Environmental Literacy as well as, incorporates social and cross-cultural skills.

Time Allotment

30 School Days

Resources

Journeys Anchor Texts:

The Garden, Amazing Animals, Whistle for Willie, A Tree is a Plant, The New Friend

Leveled Readers:

- **Struggling Readers:** A Seed for Sid, Animal Homes, Amy's Airplane, An Acorn Grows, Molly's New Team.
- **On Level Reader:** Forest Stew, Baby Kangaroos, Len's Tomatoes, From Pit to Plum, Ready for Second Grade.
- **Advanced Reader:** Lena's Garden, How Animals Move, The Lemonade Stand, The Story of a Rose, Tag-Along Tim.
- **ELL:** Skunk Cooks Soup, Tiny Baby Kangaroos, Len's Tomato Plant, A Plum Grows, First Day of Second Grade
- **Vocabulary Reader:** Trees, Baby Birds, So Many Sounds, Worms, Moving

Supplementary Resources:

- Book Closet containing more leveled readers

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- Wilson Reading Program
- Reading A-Z
- Lexia
- Core Clicks
- Bookflix

Differentiation

Leveled Guided Reading, Small Group Instruction, Literacy Centers, ELL Readers, Orton Gillingham, Wilson Reading, Starfall, Reading A-Z,, ABCYA, Lexia Core 5,, ABC Mouse, PBS Kids, Flashcards, Scholastic Core Clicks,, Learning Games, Writers Workshop, Multi-Sensory, In-Class Support, One-on-One, Think Central (Dashboard),, Smartboard (Smart Exchange), Graphic Organizers, Journey's Grab n' Go, Picture Prompt Story Cards

Stage 1: Desired Results

Unit 6

Topic Language Arts

Content Standards

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.

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.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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.

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.

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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).

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).

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).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding 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.

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.

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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.1.7. 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.

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.

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.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

F. Use frequently occurring adjectives.

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G. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

H. Use determiners (e.g., articles, demonstratives).

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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.

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.

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*).

Essential Questions

Why is trying your best and using teamwork in school important?

Enduring Understandings

Art is shown in different ways

Giving your best is important

Weather effects many things

Insects are helpful

Teamwork in school and in sports is important

Knowledge and Skills (SWBAT embedded course proficiencies)

Comprehension Skills and Strategies:

- **Target Skills:** Compare and Contrast, Author's Purpose, Story Structure, Understanding Characters, Main Idea and Details

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- **Target Strategies:** Analyze/Evaluate, Monitor/Clarify, Infer/Predict, Summarize, Visualize,

Foundational Skills:

- Base words with endings -ed, -ing,
- Base words with inflections -er, -est, -ed, -ing, -es,
- Suffixes -ful, -ly, -y
- Prefixes un-, re-
- Long I spelling patterns igh, y, ie
- Long E spelling patterns: y, ie: oo
- Phonograms: ight, -y
- Syllable Pattern CV, Syllable -le
- Fluency: Accuracy: Self Correct, Intonation, Phrasing: Natural Pauses, Expression, Adjust to Purpose

High Frequency Words:

Above, been, even, pushed, studied, surprised, teacher, toward, different, near, enough, stories, high, always, once, happy, second, ball, head, across, heard, large, cried, should, caught, took, listen, thought, minute, beautiful, idea, friendship, loved, everyone, brothers, field, sorry, only, people, most

Vocabulary:

- Figurative Language, Classify and Categorize Emotion Words, Homographs, Prefix un-, Suffix -ly.

Grammar:

- Exclamations, Kinds of Sentences, Kinds of Adjectives, Adverbs, Adjectives That Compare

Writing

Opinion Writing:

- Opinion Sentences, Opinion Paragraphs

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Objectives:

- Students will be able to retell stories using key details
- Students will ask and answer questions about key details in a text
- Students will be able to read and prose and poetry with prompting and support
- Students will be able to describe the connections between two individuals, events, ideas or pieces of information in a text
- Students will be able to know final 'e' and common vowel team conventions for representing vowel sounds
- Students will be able to decode 2 syllable words following basic patterns by breaking the words into syllables
- Students will be able to read words with inflectional endings
- Students will be able to read informational text appropriately for grade one, with prompting and support
- Students will read on level text with purpose and understanding
- Students will use sentence level context as a clue to the meaning of a word or phrase
- Students will be able to recognize and read grade appropriate irregularly spelled words
- Students will read grade level text orally with accuracy, appropriate rate, and expression
- Student will demonstrate listening skills for information and understanding
- Students will participate in classroom discussions actively and appropriately
- Students will ask questions to gain information and understanding
- Students will demonstrate following rules for whole group discussion
- The students will utilize correct punctuation, capitalization and grammar
- Students will be able to write an opinion piece where they introduce a topic and supply reasons for their opinion

Summative Assessments:

- Journeys Unit 6 Benchmark Assessment (Reading and Analyzing Text, Phonics, and Narrative Writing piece)
- Unit 6 Writing Opinion Benchmark

Formative Assessments:

- Journeys weekly vocabulary, comprehension, phonics, skills in context assessments
- Guided reading observations
- DRA
- Weekly writing pieces

Stage 3: Learning Plan

Throughout the Unit, a typical first grade classroom will focus heavily on the knowledge and skills section, listed above. The teacher or teachers, will cover these aspects using whole-group instruction, small-group instruction, leveled guided reading groups, and student directed/cooperative learning activities. These activities will consist of things like manipulatives to assist with writing and phonics activities, smartboard activities (Journeys created and teacher created), STEM activities, and use of chromebooks and desktop computers. Utilizing this approach will make it easier to differentiate activities to reach the overachieving and underachieving student. This unit touches on the 21st Century Theme Global Awareness and Environmental Literacy, as well as, incorporates creativity and innovation, communication and collaboration, and social and cross-cultural skills.

Time Allotment

30 School Days

Resources

Journeys Anchor Texts:

The Dot, What Can You Do? The Kite, Hi! Fly Guy, Winners Never Quit

Leveled Readers:

- **Struggling Readers:** Our School, Our Class, A Chunk of Cheese, Let's Play Ball, Michelle Wie.
- **On Level Reader:** Paco's Snowman, The Baseball Game, The Sailboat Race, More Than One Bird, The Williams Sisters.
- **Advanced Reader:** A Surprise for Ms. Green, Always Learning, The Sand Castle, A Cat Trick, Lance Armstrong,
- **ELL:** The Bumpy Snowman, A Fun Baseball Game, The Boat Race, Birds, Two Sisters Play Tennis
- **Vocabulary Reader:** Kamala's Art, Helping at Home, Kite Flying, Butterflies, Soccer

Supplementary Resources:

- Book Closet containing more leveled readers
- Wilson Reading Program
- Reading A-Z
- Lexia
- Core Clicks
- Bookflix

Differentiation

Leveled Guided Reading, Small Group Instruction, Literacy Centers, ELL Readers, Orton Gillingham, Wilson Reading, Starfall, Reading A-Z,, ABCYA, Lexia Core 5,, ABC Mouse, PBS Kids, Flashcards, Scholastic Core Clicks,, Learning Games, Writers Workshop, Multi-Sensory, In-Class Support, One-on-One, Think Central (Dashboard),, Smartboard (Smart Exchange), Graphic Organizers, Journey's Grab n' Go, Picture Prompt Story Cards

New Jersey Student Learning Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes

and Skills: <http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

Integration of Digital Tools

- **Classroom computers/laptops**
- **Technology Lab**
- **FM system**
- **Other software programs**

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