

Shrewsbury Borough School District
English Language Arts Curriculum Guide
Grade 1
2015

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

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Implementation: September 2015

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Course Philosophy:

The Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experiences as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Wilson Foundations provides all students with a foundation for reading and spelling. Foundations instruction emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Students can enter the program at various grades and ability levels. All lesson components involve active participation. This provides learning through various modalities and also helps maintain students' focus. Foundations instruction is highly interactive, often engaging several senses simultaneously. The learning activities are designed to incorporate visual, auditory, tactile, and kinesthetic modalities.

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Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade one of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social- emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Foundations systematically and comprehensively instructs students in phonemic awareness and word study and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. The following skills are covered within Foundations: phonological awareness, phonemic awareness and the alphabetic principle, sound mastery, forming key linkages: letter name, formation and sound, phonics, vocabulary, high frequency “trick” words, fluency, comprehension, spelling, handwriting, and punctuation and capitalization. During Foundations instruction, the teacher directly teaches all skills to students through modeling and active learning. The teacher provides classroom demonstrations by using manipulatives to accompany explanation of word and sentence structure. Students blend and segment sounds with finger-tapping procedures. They actively manipulate sounds by moving magnetized letters to form words and they learn basic sentence structure by constructing magnetized sentence parts. All learning involves active participation. This provides learning through various modalities and also helps maintain the students’ focus.

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Marking Period 1

Units Covered:

Making Meaning: Unit #1-The Reading Community: Fiction and Narrative Nonfiction

Unit #2- Making Connections: Fiction

Being a Writer: Unit #1- The Writing Community

Fundations: Units # 1, #2, #3

Grade Level: 1

Recommended Pacing: Marking Period 1

Unit Summary: During these units, students make text to self-connections and answer questions to understand stories. Socially, they begin to build a reading community. They learn the procedures for gathering for a read-aloud, “Turn to Your Partner,” and Individualized Daily Reading (IDR). They will answer questions to understand key details and important ideas in stories, including the central message or lesson. Through teacher modeling, the students are informally introduced to the skill of referring to the text to support their thinking. Students will begin to see themselves as contributing members of a writing community. They will hear and discuss examples of good writing, observe teacher modeled writing, and write and illustrate their own stories. Students will learn procedures for read alouds, writing time, and cooperative learning structures. They will take responsibility for their learning and behavior, and develop listening skills. Students will review or learn letter names, keywords, sounds, and lower-case letter formations of the letters a-z. They Sky Write/Letter Formation activities, combined with the Letter-Keyword-Sound activity helps to form and solidify an association between the letter, its corresponding sound, and its proper formation. Students will review/learn how to blend and read three-sound short vowel words as well as how to segment and spell them. Students will learn/review that the digraphs wh, ch, sh, th, and ck ‘stick together’ to form one sound, even though there are two letters.

NJCCSS:

RF.1.1a Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a Read on-level text with purpose and understanding.

RF.2.1c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.2.1d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.3.1a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

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- RF.3.1b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
- RF.3.1g Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
- RF.4.1a Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
- RF.4.1b Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy. Appropriate rate, and expression.
- RF.4.1c Read with sufficient accuracy and fluency to support comprehension Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.1.7 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).
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- 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 events 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.1.6 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.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- L.1.1e 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).
- L.1.1f Use frequently occurring adjectives.
- L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1h Use determiners (e.g., articles, demonstratives).
- L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2c Use commas in dates and to separate single words in a series.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing 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.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards:

- 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.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 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.

ISTE Standards:

- 1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
- 2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

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4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

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

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

Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • How do students hear and discuss good writing? • How do students make a text to self-connection? • How do students ask and answer questions to understand a story? • How students generate ideas for writing? • How do students write complete sentences? • How do students draw and write about a given topic? • How will students work together to create a respectful reading and writing community? • How do students use new vocabulary in their reading and writing community? • How do students make text to self-connections? • How do students identify important ideas in a story? • How do students refer to the story to support their thinking? • How do students take responsibility for their learning and behavior? • How do you alphabetize? • How do you form lower case letters a-z? • What are the keyword sounds for consonants and short vowels? • How do we blend and read three-sound short vowel words? • How do we segment words to help us read? • How do students spell “ck” at the end of words? • How do students recognize consonant digraph keywords and sounds? 	<ul style="list-style-type: none"> • Use turn and talk and follow read aloud procedures. • Use personal experiences to connect to a story. • Listen to mentor texts and brainstorm with classmates. • Use capital letters and ending punctuation. • Use new vocabulary in speaking and writing. • Use proper techniques to form letters of the alphabet. • Listen to a story and retell the important elements of the story. • Identify the parts of the text that give reasons for their retellings. • Use Alphabetical order. • Use sound recognition for consonants and short vowels. • Use phonemic awareness skills: sound manipulation (initial, final, medial). • Sentence dictation procedures: capitalization, punctuation (period), and proofreading procedures. • Use phoneme segmentation. • Use a question mark in a sentence. • Identify the concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck

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Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i>	Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i>
<ul style="list-style-type: none"> • Procedures for the reading and writing community • The parts of a complete sentence • Illustrations match their writing • Taking turns talking and listening • Letter-keyword-sound for consonants and short vowels • Letter formation for lower-case letters a-z • Alphabetical order • Sound recognition for consonants and short vowels • Blending and reading three-sound short vowel words • Segmenting and spelling three-sound short vowel words • Tapping procedures 	<ul style="list-style-type: none"> • Listen and discuss stories • Answer questions about read alouds • Turn and Talk to partners • Define and use new vocabulary • Write complete sentences • Write, visualize and illustrate stories • Share stories to get to know each other • Make text to self-connections and retell stories • Read independently • Use Turn to your Partner and Think, Pair, and Share to discuss stories • Tap and spell three sound words • Write and spell three sound words • Tap, read, and spell words with digraphs, double letters, and glued sounds • Blend, read, segment, and spell “glued” sounds (-an, -ink)
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • IDR Conferencing and notes • Conferencing and conference notes • Class progress assessments • Foundations unit assessments • Class discussions • Teacher observations 	
Summative Assessments: <ul style="list-style-type: none"> • Fountas and Pinell Benchmark Reading Assessment 	

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- Fall Writing Benchmark

Equipment Needed:

Chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts

Teacher Resources:

Making Meaning TE, Making Meaning Vocabulary, Being a Writer TE, Vocabulary Cards, Mentor Texts, Foundations TE, Anchor Charts

Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Raz Kids and Tumble Books

Teacher Resources:

Technology Component (websites):

www.razkids.com

www.collaborativeclassroom.com

www.tumblebooks.com

www.spellingcity.com

www.abcya.com

Resources:

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

<http://www.wilsonacademy.com>

www.iste.org

www.corestandards.org

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

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Marking Period 2

Units Covered:

Making Meaning: Unit #3- Retelling: Fiction
Unit #4- Visualizing: Poetry and Fiction
Being a Writer: Unit #2- Getting Ideas
Unit #3- Telling More
Foundations: Units # 4, #5, #6, #7

Grade Level: 1

Recommended Pacing: Marking Period 2

Unit Summary: During these units, students practice retelling stories with simple narrative structures. They discuss important characters in stories and make text-to-text connections by comparing and contrasting the experiences of characters across stories. Students will visualize to make sense of poetry and fiction. As they visualize, they informally use schema and make inferences. During IDR the students begin reading books at their independent reading levels and practice visualizing during their independent reading. Socially, they work on speaking clearly, listening respectfully to the thinking of others, and taking turns when working in pairs. The students will generate writing ideas from their own lives and tell stories orally in preparation for writing. Students start writing sentences without aid of sentence starters, and they begin writing multiple sentences. They will explore telling more by adding to their writing. Before writing students think and talk about what they want to say, and partners share stories to help each other tell more. Socially, they use “Think, Pair, Share” and learn what it means to be a considerate community member and partner. They also learn to use prompts “I found out...,” “I like your story because...,” and “I want to know...” to express interest in and appreciation for one another’s writing. Students will learn the ff, ll, ss bonus letter rule. Students will be presented with two new sounds that are considered glued sounds. They will be introduced to the concept of a baseword and suffix (-s).

NJCCSS:

- RF.1.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
- RF.1.1b Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.1.1c Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.
- RF.1.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read on-level text with purpose and understanding.
- RF.2.1a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.

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- RF.2.1b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
- RF.2.1d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- RF.3.1a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- RF.3.1b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.3.1c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.1.3 With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5 Identify the front cover, back cover, and title page of a book.
- RI.1.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.1.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustrator depicts).
- RI.1.8 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.1.9 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.1.10 Actively engage in group reading activities with purpose and understanding.
- 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 events 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 Recognize common types of texts (e.g., storybooks, poems)
- 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.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.

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L.1.1b Use common, proper, and possessive nouns.

L.1.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.1.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.

L.1.1j 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.

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences.

L.1.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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).

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing 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).

Speaking and Listening Standards:

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.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c 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.1.4 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. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
- SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.1.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.1.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.1.6 Speak audibly and express thoughts, feelings, and ideas clearly.

ISTE Standards:

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • How do students visualize to make sense of text? • How do students use schema and inferencing to understand text? • How do students generate ideas for writing? • How do students add to their writing to make it more interesting? • How will students use new vocabulary in the reading and writing community? • How will students use the sequence of events to retell a story? 	<ul style="list-style-type: none"> • Through listening and discussion students will brainstorm ideas for writing about their own lives. • By rereading and sharing writing samples, students will be able to comment on their writing progress. • Connect mental images to poems and stories. • Use background knowledge to make connections to the read alouds.

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<ul style="list-style-type: none"> • How do students reflect on their writing? • How will students use exclamation points and question marks in a sentence? • How do we read glued sounds: all, an, am, ang, ing, ong, ung, ank, ink, onk, and unk? • When do we add suffix –s to a word? • How do we blend and segment words with ng or nk? 	<ul style="list-style-type: none"> • Reread and visualize to make your writing more detailed. • Use new vocabulary in speaking and writing. • Make text to self-connections and retell stories. • Write about a personal experience. • Use prompts “I found out,” “I like your story because,” and “I want to know” to express interest in another’s writing. • Read and spell words using glued sounds: all, an, am, ang, ing, ong, ung, ank, ink, onk, and unk. • Use exclamation points and questions marks in a sentence. • Pluralization • Blending, reading, segmenting, and spelling words with ng or nk.
<p>Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i></p>	<p>Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i></p>
<ul style="list-style-type: none"> • Procedures for the reading and writing community • Use own experiences for writing • How to visualize and make movies in your mind • How authors add and improve on their writing • IDR procedures (just right books) • Bonus letter spelling rule • Glued sounds all, am, an, ang, ing, ong, ung, ank, ink, onk, unk • Blending and reading words with ng or nk • Segmenting and spelling words with ng or nk • Baseword and suffix with –s • Pluralization • Punctuation: exclamation point and questions mark 	<ul style="list-style-type: none"> • Answer questions to retell stories and remember important story details • Use “Turn and Talk” and “Think, Pair, Share” to discuss stories and literature • Contribute to a shared story • Write, illustrate and add to personal stories • Use common and proper nouns, present and past tense verbs, and commas in series in writing • Share and discuss writing • Read independently • Blend, read, segment, and spell words with up to 4 sounds including consonant and digraph blends • Identify and read r-controlled vowels and vowel team sounds (ai, ay, ee, etc.)

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- Segment blend and read words up to 5 sounds
- Add –s, -ed, -ing suffixes to words
- Identify and read words with vowel team sounds
- Segment, blend, and read 1 syllable words with “vowel-consonant-e” pattern
- Read words with long vowel sounds
- Read and use compound words
- Read and spell words with 2 closed syllables or v-e syllables

Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Conferencing and conference notes
- Class progress assessments
- Foundations unit assessments
- Class discussions
- Teacher observations

Summative Assessments:

- Fountas and Pinell Benchmark Reading Assessment
- Fall Writing Benchmark

Equipment Needed:

Chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts

Teacher Resources:

Making Meaning TE, Making Meaning Vocabulary, Being a Writer TE, Vocabulary Cards, Mentor Texts, Foundations TE, Anchor Charts

Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

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Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Raz Kids and Tumble Books

Teacher Resources:

Technology Component (websites):

www.razkids.com

www.collaborativeclassroom.com

www.tumblebooks.com

www.spellingcity.com

www.abcya.com

Resources:

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

<http://www.wilsonacademy.com>

www.iste.org

www.corestandards.org

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

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Marking Period 3

Units Covered:

Making Meaning: Unit # 5- Wondering: Fiction and Narrative Nonfiction

Unit # 6- Making Connections: Expository Nonfiction

Being a Writer: Unit # 3 (continued)-Telling More

Unit # 4- Writing Stories About Me

Unit # 5- Writing Nonfiction

Fundations: Units # 8, # 9, # 10

Grade Level: 1

Recommended Pacing: Marking Period 3

Unit Summary: In these units, students use wondering to understand fiction and nonfiction stories. They explore identifying what they learn from nonfiction and continue to practice strategies of retelling and visualizing. The students will delve deeper into nonfiction. They will practice making text-to-self and text-to-text connections with nonfiction texts, as well as making connections between the information presented in nonfiction texts and information they already know. Students will continue to explore telling more by adding to their writing. They will start to explore personal narratives by telling and writing true stories about their own lives. They will learn that a good story has a beginning, middle, and end, and they tell more by including feelings in their stories. Each student will informally engage in the writing process by selecting a writing piece, adding to it, proofreading it, and publishing it. The students will explore temporal words, learn to use exclamation points, and review capitalizing proper nouns. Socially, they learn about one another from their personal narratives and tell what more they want to know about one another's stories. Students will also explore nonfiction by writing nonfiction about themselves, the class, a place in the school, their partners, and favorite objects. They will learn about characteristics of nonfiction by reading and discussing nonfiction books. They will gather information of their own nonfiction writing by conducting interviews and examining objects. Students will learn to write opening and closing sentences, and continue to tell more in their writing. Students will learn the difference between a blend and a digraph and will be introduced to keywords and sounds for r-controlled vowels. Students will review reading and spelling of previous word patterns. They will learn about closed syllables and open syllables in one-syllable words. Students will be introduced to the keywords and sounds for vowel teams (ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew, au, aw).

NJCCSS:

RF.1.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a Read on-level text with purpose and understanding.

RF.2.1b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.

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- RF.2.1c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.2.1d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- RF.3.1a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- RF.3.1b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.3.1c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.3.1d Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.3.1f Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings.
- RF.3.1g Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
- RF.4.1a Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
- RF.4.1b Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.4.1c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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 With prompting and support, ask and answer questions about unknown words 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.1.8 Identify the reasons an author gives to support points in a text.
- 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 appropriately complex for grade 1.
- RL.1.1 Ask and answer questions about key details in a text.

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- 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 events 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.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.1.1a Print all upper- and lowercase letters.
 - L.1.1b Use common, proper, and possessive nouns.
 - L.1.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).
 - L.1.1j 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.
 - L.1.2a Capitalize dates and names of people.
 - L.1.2b Use end punctuation for sentences.
 - L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4b 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. Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.5b With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Define words by category and by one or more key attributes.
- L.1.5c With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Identify real-life connections between words and their use.
- 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.
- 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.

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W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing 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.

Speaking and Listening Standards:

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.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c 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

ISTE Standards:

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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Technology Standards:

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

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

Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • How do students add to their writing to make it more interesting? • How will students use new vocabulary in the reading and writing community? • What important things should be included in a personal narrative? • How will students use wondering to help understand a story? • What is the difference between fiction and nonfiction? • What is included in a nonfiction piece of writing? • How will students use wondering to help them understand nonfiction? • How will students blend, read, and spell words with up to four sounds? • How will students read R-controlled vowel sounds? • How do students read closed syllable words with short vowels? • How will students read vowel team sounds? • What is the difference between closed syllable and open syllable words? • How and when do we add –ed and –ing to words? 	<ul style="list-style-type: none"> • Students need to include a beginning, middle, and end and feelings to make a story more interesting and complete. • Think about connections and background knowledge to form questions about nonfiction text. • Hear, discuss and explore nonfiction. • Make text to self-connections. • List and explain text features . • Identify what they learn from nonfiction. • Interview or observe and write facts to create a nonfiction writing piece with an opening and closing sentence. • Reread and add to writing. • Proofread for punctuation and spelling. • Publish and share nonfiction writing. • Use capital letters, question marks, and commas in a series. • Use nouns and verbs in sentences. • Consonant blends and digraph blends. • Blending, reading, segmenting, and spelling words with up to four sounds • R-controlled vowel sounds. • Closed syllable concept with short vowels. • Closed syllables vs. open syllables. • Vowel team words. • Write words using suffixes –ed and –ing added to unchanging basewords with closed syllables.

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Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i>	Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i>
<ul style="list-style-type: none"> • Identify nonfiction pieces of writing • How to visualize and make movies in your mind • Procedures for the reading and writing community • IDR procedures • The difference between a blend and diagraph • Keywords and sounds for r-controlled vowels (ar, or, er, ir, ur) • Open and closed syllables • Blend and segment up to five sounds in a closed syllable • Suffixes –ing and –ed • Vowel team sounds (ai, ay, ee, ea, ey, oi, oy) 	<ul style="list-style-type: none"> • Retell stories orally in sequential order • Pose questions during discussion of mentor texts • Write a personal narrative • Add feelings to a personal narrative • Reread and tell more about your personal narrative • Use capital letters, exclamation marks, conjunctions and commas in a compound sentence, prepositions in writing • Read independently • Choose a story to publish • Hear, discuss and explore nonfiction • Make text to self-connections • Identify what they learn from nonfiction • Interview or observe and write facts to create a nonfiction writing piece with an opening and closing sentence • Read “just right books” independently • Use wondering to understand nonfiction • Identify what they learn from a nonfiction text • Visualize to make sense of text • Informally explore text features in expository nonfiction • Blend, read, segment, and spell words with up to five sounds • R-controlled vowel sounds • Vowel team sounds • Suffixes –s, -ed, -ing added to basewords • Closed syllables vs. open syllables

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Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Conferencing and conference notes
- Class progress assessments
- Foundations unit assessments
- Class discussions
- Teacher observations

Summative Assessments:

- Fountas and Pinell Benchmark Reading Assessment
- Fall Writing Benchmark

Equipment Needed:

Chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts

Teacher Resources:

Making Meaning TE, Making Meaning Vocabulary, Being a Writer TE, Vocabulary Cards, Mentor Texts, Foundations TE, Anchor Charts

Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Raz Kids and Tumble Books

Teacher Resources:

Technology Component (websites):

www.razkids.com

www.collaborativeclassroom.com

www.tumblebooks.com

www.spellingcity.com

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www.abcya.com

Resources:

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

<http://www.wilsonacademy.com>

www.iste.org

www.corestandards.org

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>

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Marking Period 4

Units Covered:

Making Meaning: Unit # 7- Wondering: Expository Nonfiction
Unit # 8- Using Text Features: Expository Nonfiction
Unit # 9- Revisiting the Reading Community

Being a Writer: Unit #6- Exploring Words Through Poetry
Unit #7- Opinion Writing
Unit #8- Revisiting the Writing Community

Foundations: Units # 11, #12, #13, #14

Grade Level: 1

Recommended Pacing: Marking Period 4

Unit Summary: During these units, the students use wondering and text features to help them understand expository nonfiction texts and the information provided in expository texts. They will identify what they learn from each text and continue their exploration of expository text features. Students will continue to make connections, visualize, and wonder to help them make sense of books. During IDR, the students practice wondering as they read independently and ask each other questions about their books. Socially, they continue to work in a responsible way as they develop the skill of contributing ideas that are different from other people's ideas. Students will reflect on books they like and want to read. They answer questions to understand key details in a story, think about the story's message, and review the comprehension strategies they can use to understand their reading. Students will explore words through hearing, discussing, and writing poems. They will discuss interesting words they hear in poems, generate lists of interesting words to use in their own poems, and informally explore figurative language. Socially, they build on one another's thinking and learn to use the prompt "I imagined" to express interest in one another's poems. Students will learn what an opinion is, generate opinions about various topics, and write opinion pieces. They explore clearly stating their opinions, and writing closing sentences. Students will then reflect on what they enjoyed about writing this year. Students will be introduced to vowel-consonant e and the letter s, the concept of syllable in multisyllabic words, compound words, syllable division rules, and adding suffix -es to base words.

NJCCSS:

- RF.1.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4a Read on-level text with purpose and understanding.
- RF.2.1a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
- RF.2.1b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken

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words.

RF.2.1c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.2.1d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.3.1a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.3.1b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.3.1c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.3.1d Know and apply grade-level phonics and word analysis skills in decoding words. Know final –e and common vowel team conventions for representing long vowel sounds.

RF.3.1e Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.3.1f Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings

RF.3.1g Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.4.1a Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

RF.4.1b Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.4.1c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.1.6 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.1.8 Identify the reasons an author gives to support points in a text.

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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 appropriately complex for grade 1.
- 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 events 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.1.9 Compare and contrast the adventures and experiences of characters in stories.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1e 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).
- L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4b Determine or clarify the meaning or unknown and multiple-meaning words and phrases based on grade 1 reading and content. Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5b With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5d 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).
- 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 add details to strengthen

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writing 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.

Speaking and Listening Standards:

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.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c 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. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

ISTE Standards:

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

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

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

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Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • How will students identify what they learn from nonfiction? • How do students visualize to make sense of texts? • How will text features help the reader? • How will students use new vocabulary? • What is included in an opinion writing piece? • How can students reflect on their growth as writers? • How will students read words with long vowel sounds? • How will students read vowel-consonant –e syllables in one-syllable words? • What are compound words? • How and when do we use suffix –es? 	<ul style="list-style-type: none"> • Use schema, wondering, and questioning to recall what is learned from nonfiction. • Make mental pictures and have discussions with partners or whole group to help make sense of text. • Identifying and discussing text features such as diagrams, table of contents and index will help reader understand the text. • Use new vocabulary in speaking and writing. • Opinion pieces need clearly stated opinions with reasons to support that opinion. • By answering questions and using reading comprehension strategies readers understand what they are reading. • By discussing and writing about what they liked about writing and by reviewing pieces of writing from the year, students will gain information on their growth as a writer. • Identify words with vowel –consonant-e syllables. • Reading and writing compound words. • Use –es added to the baseword.
Unit Learning Targets Include (BAW, MM, F) <i>Students will know...</i>	Unit Learning Targets Include (BAW, MM, F) <i>Students will do...</i>
<ul style="list-style-type: none"> • Procedures for the reading and writing community • IDR procedures • How wondering and questioning can help them understand nonfiction • What they learn from nonfiction • What text features are • What opinion writing looks like • The difference between singular and plural nouns • What conjunctions are 	<ul style="list-style-type: none"> • Read “just right” nonfiction independently • Hear and wonder about and discuss nonfiction • Use schema when reading nonfiction • Explore text features of expository text • Visualize to make sense of texts • Identify and discuss opinions • Generate opinions about school activities • Write opinion pieces stating their opinion and providing reasons to support their thinking

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- Concept of word structure
- Vowel-consonant –e
- The letter s sound between two vowels
- Syllable division
- Reading compound words
- Suffix –s, -ing, -ed, added to multisyllabic words
- Suffix –es added to basewords with close syllables

- Write closing sentences
- Proofread for punctuation and spelling
- Share their thinking
- Use singular and plural nouns
- Use conjunctions and commas in compound sentences
- Read and use compound words
- Read and spell words with 2 closed syllables or v-e
- Hear and discuss a story
- Discuss stories they like and want to read
- Discuss what they like about writing
- Write independently
- Use the prompts “I imagined”
- Add suffixes to multisyllabic words
- Review word structure

Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Conferencing and conference notes
- Class progress assessments
- Foundations unit assessments
- Class discussions
- Teacher observations

Summative Assessments:

- Fountas and Pinell Benchmark Reading Assessment
- Fall Writing Benchmark

Equipment Needed:

Chart paper, pencils, crayons, writing paper or notebook, dry erase boards, magnetic letter boards, large and small sound cards, anchor charts

Teacher Resources:

Making Meaning TE, Making Meaning Vocabulary, Being a Writer TE, Vocabulary Cards, Mentor Texts, Foundations TE, Anchor Charts

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Daily Five Guided Reading Center Ideas:

Read to self: Students may read books according to reading level

Listen to Reading: Students will read and respond to a story using making meaning strategies learned

Word Work: Students will participate in hands on activities based on lessons within Foundations, Making Meaning Vocabulary, and Being a Writer

Work on Writing: Students will work on activities based on lessons within Being a Writer.

Students may revisit their writing notebooks.

Students may complete independent work within their student response book and skill practice book.

Technology: Raz Kids and Tumble Books

Teacher Resources:

Technology Component (websites):

www.razkids.com

www.collaborativeclassroom.com

www.tumblebooks.com

www.spellingcity.com

www.abcya.com

Resources:

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

<http://www.wilsonacademy.com>

www.iste.org

www.corestandards.org

Teacher Notes:

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:

<http://extras.devstu.org/ccss/overview.php>