Course Title:

Subject: Language Arts Literacy

Grade Level: One

Duration: Full Year

Prerequisite: N/A

Elective or Required: N/A

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

The first grade language arts curriculum prepares students to achieve their maximum potential in language arts literacy through exposure to quality children’s literature in a wide variety of genres from which grade-appropriate strategies and skills are specifically taught.

Author: Helene Maia

Date Submitted: Summer 2015
Grade One Language Arts

Unit 1: Getting To Know Us

Approximate # Of Weeks: 6 Weeks

Essential Questions:
- What do you do at your school?
- What is it like where you live?
- What makes a pet special?
- What do friends do together?
- How does your body move?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:

- Demonstrate understanding of the organization and basic features of print. (RF.1.1)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (RF.1.2d)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Read words with inflectional endings. (RF.1.3f)
- Recognize and read grade appropriate irregularly spelled words. (RF.1.3g)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
- Ask and answer questions about key details in a text. (RL.1.1)
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)
• Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)

• Identify the main topic and retell key details of a text. (RI.1.2)

• 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.1.5)

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

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

• Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)

In Speaking and Listening:

• 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.1.1a)

• Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

• Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

In Grammar:

• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

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

• Use end punctuation for sentences. (L.1.2b)

In Spelling:
- Use conventional spellings for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)

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

- Use conventional spelling for words with common spelling patterns and for frequently occurring regular words. (L.1.3d)

In Writing:

- 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.1.3)

- 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.1.5)

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

- 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.1.7)

**Interdisciplinary Standards (njcscs.org)**

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate their creative side when illustrating their sentences, collaborate when working on their personal narrative, be critical thinkers in relating stories to their own lives, and exhibit problem-solving skills needed to function successfully as both global citizens and worker in diverse ethnic and organizational cultures.

- **Standard 6.2**
  Students will acquire the knowledge that although children in other countries may enjoy different activities and their schools may be somewhat different there are also many similarities

**Activities – include 21st Century Technologies:**

- Listen to audio clips (21st Century Tech)
- Read unit selections and additional guided reading and respond in a variety of ways
• Assessments at the end of each “Weekly” lesson
• Practice of skills learned through use of Your Turn Book and additional materials obtained through internet
• Practice putting weekly spelling words in ABC order
• Students celebrate their personal narrative by publishing it and reading to the class

Writing Assignments May Include the Following:
• Student Journals
• Personal Narrative
• Prompted writing
• Response to literature
• Story summaries

Enrichment Activities May Include the Following:
• Create a song about school activities, using a familiar tune. Use previous stories read in the Anthology Literature to write words for the song.

• Create a travel poster advertising a special place in their community. The poster could include pictures of the place, describe it with a caption, and tell why people should visit.

• Make a diorama to show a pet at home. Children can use a small box, clay, paper, and other materials to show what the animal looks like, where it lives, and what it likes to do.

• Research and write directions for how to play a game from long ago or from a different country. Draw pictures illustrating the game and its equipment.

• Make a list of activities that require movement. Students choose one activity, then illustrate and describe all the ways that their bodies move during that activity.

Methods of Assessments/Evaluation:
• Think-Pair-Share
• Exit Slips
• Journal writing
• DRA2
• Anecdotal notes
• Classwork, independent work and homework
• Observation
• Weekly and Unit Assessments
• Guided Reading Assessment
• Smartboard Work
• Reader Response
• Dry Erase

Resources:  Text, Literature (RL), Informational (RI)
• Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill
• DRA2
• Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill
• Various leveled Guided Reading Books
• Leveled Workstation Cards
• Wonders activities purchased through TPT
• Various picture books such as:
  This School Year Will Be The Best! By Kay Winters (RL)
  Alicia’s Happy Day by Meg Starr (RL)
  Cool Dog, School Dog by Deborah Heiligman (RL)
  Friends All Around by Miela Ford (RI)
  Move! By Steve Jenkins & Robin Page (RL)
  Raising Dragons by Jerdine Nolen
  The Busy Body Book by Lizzy Rockwell
  A Splendid Friend Indeed by Suzanne Bloom
  Go, Go, Go! Kids on the Move! By Stephen R Swinburne

Online Resources:
• Teacher webpage
• Google Apps for Education (GAFE)
• Wonders digital component
Grade One Language Arts

Unit 2: Our Community

Approximate # Of Weeks: 6 Weeks

Essential Questions:
- What jobs need to be done in a community?
- What buildings do you know? What are they made of?
- Where do animals live together?
- How do people help out in the community?
- How can you find your way around?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:
- Demonstrate understanding of the organization and basic features of print. (RF.1.1)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1a)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)
- Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
- Read words with inflectional endings. (RF.1.3f)
- Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)
- Read grade-Level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)

- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)

- Describe characters, settings, and major events in a story, using key details. (RL.1.3)

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

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

- Identify the main topic and retell key details of a text. (RI.1.2)

- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)

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

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

In Speaking and Listening:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

- 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.1.1a)

- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

- Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

In Grammar:
• Use common, proper, and possessive nouns. (L.1.1b)

• Use commas in dates and to separate single words in a series. (L.1.2c)

In Spelling:

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

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

In Writing:

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

• 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.1.3)

• 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.1.5)

• With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

• 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.1.7)

Interdisciplinary Standards (njcccs.org)

• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate their creative side when illustrating their sentences, collaborate when working on their personal narrative, be critical thinkers in relating stories to their own lives, and exhibit problem-solving skills needed to function successfully as both global citizens and worker in diverse ethnic and organizational cultures.
• Standard 6.2
Students will acquire the knowledge that it is important to work together as a community in school, teams, home and community.

Activities – include 21st Century Technologies:
• Listen to audio clips (21st Century Tech)
• Read unit selections and additional guided reading and respond in a variety of ways
• Assessments at the end of each “Weekly” lesson
• Practice of skills learned through use of Your Turn Book and additional materials obtained through internet
• Practice putting weekly spelling words in ABC order, in sentences, wipe off boards
• Students celebrate their writing by publishing it and reading to the class

Writing Assignments/Routine Writing:
• Student Journals
• Informative/Explanatory Writing
• Prompted writing
• Response to literature
• Story summaries

Enrichment Activities:
• Choose a job in the community and make a list of questions they have about that job. Have a parent or paraprofessional help research answers to the questions.
• Make a diorama of a building in the community. Include labels to describe the building materials
• Create an animal habitat and research different animals that live in that particular habitat. This can be done as either a poster or diorama.
• Make a list of things that could be done to improve Linden Avenue School. Choose one and write and illustrate a plan for making the improvement.
• Create a map of an area in Glen Ridge that you like and add to the map what would improve that particular area. (ie park)

Methods of Assessments/Evaluation:
• Think-Pair-Share
• Exit Slips
• Journal writing
• DRA2
- Anecdotal notes
- Classwork, independent work and homework
- Observation
- Weekly and Unit Assessments
- Guided Reading Assessment
- Smartboard Work
- Reader Response
- Dry Erase

Resources: Text, Literature (RL), Informational (RI)
- Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill
- DRA2
- Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill
- Various leveled Guided Reading Books
- Leveled Workstation Cards
- Wonders activities purchased through TPT
- Various picture books such as:
  - Millie Waits for the Mail by Alexander Steffensmeier
  - 3 Little Dassies by Jan Brett
  - Babies in the Bayou by Jim Arnosky
  - The Story of Martin Luther King Jr. by Johnny Ray Moore
  - Me on the Map by Joan Sweeney
  - The True Story of the 3 Little Pigs! by Jon Scieszka
  - Cactus Hotel by Brenda Z. Guiberson
  - The Cow that Went Oink by Bernard Most
  - Meet the Meerkat by Darrin Lunde

Online Resources:
- Teacher webpage
- Wonders digital component
Grade One Language Arts

Unit 3: Changes Over Time

Approximate # Of Weeks: 6 Weeks

Essential Questions:
- How do we measure time?
- How do plants change as they grow?
- What is a folktale?
- How is life different than it was long ago?
- How do we get our food?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:
- Demonstrate understanding of the organization and basic features of print. (RF.1.1)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1a)
- Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a)
- Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Know final –e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
- Read words with inflectional endings. (RF.1.3f)
• Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)

• Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)

• Retell stories, including key details, and demonstrate understanding of their central message or lesson (RL.1.2)

• Describe characters, settings, and major events in a story, using key details. (RL.1.3)
• Identify who is telling the story at various points in a text. (RL.1.6)

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

• Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)

• Ask and answer questions about key details in a text. (RL.1.1)

• Identify the main topic and retell key details of a text (RI.1.2)

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

• 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.1.5)

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

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

**In Speaking and Listening:**

• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

• 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.1.1a)
• Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

• In Grammar:
  • Use singular and plural nouns with matching verbs in basic sentences. (L.1.1c)
  • Use verbs to convey a sense of past, present, and future. (L.1.1e)
  • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)
  • Use commas in dates and to separate single words in a series. (L.1.2c)

• In Spelling:
  • Use conventional spellings for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
  • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)

• In Writing:
  • 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.1.1)
  • 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.1.5)
  • With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)
• 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.1.7)

Interdisciplinary Standards (njcccs.org)
• Standard 6.1 U.S. History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

• Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities – include 21st Century Technologies:
• Listen to audio clips (21st Century Tech)
• Read unit selections and additional guided reading and respond in a variety of ways
• Assessments at the end of each “Weekly” lesson
• Practice of skills learned through use of Your Turn Book and additional materials obtained through internet
• Practice putting weekly spelling words in ABC order
• Students celebrate their opinion writing by publishing it and reading to the class

Possible Writing Assignments May Include:
• Student Journals
• Opinion Writing
• Prompted writing
• Response to literature
• Story summaries

Enrichment Activities May Include:
• Make a booklet that shows different ways that people measure time. Booklets may include pictures from catalogs and magazines
• Make a poster that shows the parts of a plant. Label the parts of the plant that change as it grows.

• Search for folktales they would like to read. Choose one to read and then at out a scent from the tale for the class.

• Make a poster showing objects that are now used in school that didn’t exist long ago. Perhaps include information on what schools in the past used in comparison to schools today.

• Choose a favorite dish and make a recipe card showing the ingredients in that dish. Write the steps in the recipe.

Methods of Assessments/Evaluation:

• Think-Pair-Share
• Exit Slips
• Journal writing
• DRA2
• Anecdotal notes
• Classwork, independent work and homework
• Observation
• Weekly and Unit Assessments
• Guided Reading Assessment
• Smartboard Work
• Reader Response
• Dry Erase

Resources:  Text, Literature (RL), Informational (RI)
• Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill
• DRA2
• Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill
• Various leveled Guided Reading Books
• Leveled Workstation Cards
• Wonders activities purchased through TPT
• Various picture books such as:
  Mystery Vine by Cathryn Falwell
  A Second is a Hiccup by Hazel Hutchins
  Interrupting Chicken by David Ezra Stein
  The Last Train by Gordon Titcomb
  Where Does Food Come From? By Shelley Rotner and Gary Goss
  The Little Red Hen by Philemon Sturgeis
  Plant Secrets by Phyllis Limbacher Tildes
Seven Blind Mice by Ed Young
On Earth by G. Brian Karas

Online Resources:

- Teacher webpage
- Wonders digital component
Grade One Language Arts

Unit 4: Creature Features

Approximate # Of Weeks: 6 Weeks

Essential Questions:

- How do animals’ bodies help them?
- How do animals help each other?
- How do animals survive in nature?
- What insects do you know about? How are they alike and different?
- How do people work with animals?

Upon completion of this unit students will be able to:

In reading and Vocabulary:

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (RF.1.2d)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Know final-e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
- Read words with inflectional endings. (RF.1.3f)
- Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)
- Read on-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
• Ask and answer questions about key details in a text. (RL.1.1)

• Describe characters, settings, and major events in a story, using key details. (RL.1.3)

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

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

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

• Ask and answer questions about key details in a text. (RL.1.1)

• Identify the main topic and retell key details of a text. (RL.1.2)

• 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. (RL.1.5)

• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RL.1.6)

• Use the illustrations and details in a text to describe its key ideas. (RL.1.7)

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

• Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)

• Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4c)

• 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. (L.1.5b)

• Identify real-life connections between words and their use (e.g.; note places at home that are cozy). (L.1.5c)

In Speaking and Listening:
• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

• 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.1.1a)

• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

• Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)

In Grammar:

• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)

• 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.1.1e)

• Capitalize dates and names of people. (L.1.2a)

• Use end punctuation for sentences. (L.1.2b)

• Use commas in dates and to separate single words in a series. (L.1.2c)

In Spelling:

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

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

In Writing:
• Write opinion piece 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.1.1)

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

• 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.1.3)

• 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.1.5)

• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

• 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.1.7)

Interdisciplinary Standards (njcccs.org)

• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate their creative side when illustrating their sentences, collaborate when working on their personal narrative, be critical thinkers in relating stories to their own lives, and exhibit problem-solving skills needed to function successfully as both global citizens and worker in diverse ethnic and organizational cultures.

Activities – include 21st Century Technologies:
• Listen to audio clips (21st Century Tech)
• Read unit selections and additional guided reading and respond in a variety of ways
• Assessments at the end of each “Weekly” lesson
• Practice of skills learned through use of Your Turn Book and additional materials obtained through internet
• Practice putting weekly spelling words in ABC order
• Students celebrate their writing by publishing it and reading to the class
Possible Writing Assignments May Include:

- Student Journals
- Opinion Writing
- Informative Writing
- Narrative Writing
- Prompted writing
- Response to literature
- Story summaries

Enrichment Activities May Include:

- **Student will choose an animal to research and find out how it moves. Using clay or dough, students will make a model of the animal in motion.**

- **Student will study threats to an animal and write a short story about how the animals work together to overcome a specific problem.**

- **Students will create a habitat featuring several animals that live in the same habitat and find out information about how each animal survives in the habitat.**

- **Students will choose two insects and make a Venn diagram showing how the insects are alike and how they are different.**

- **Students will research a person who works with animals, such as someone who works in a zoo, vet, or pet store. They will make up questions and act out an interview for the class.**

Methods of Assessments/Evaluation:

- Think-Pair-Share
- Exit Slips
- Journal writing
- DRA2
- Anecdotal notes
- Classwork, independent work and homework
- Observation
- Weekly and Unit Assessments
- Guided Reading Assessment
- Smartboard Work
- Reader Response
- Dry Erase
Resources:  Text, Literature (RL), Informational (RI)
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- DRA2
- Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill
- Various leveled Guided Reading Books
- Leveled Workstation Cards
- Wonders activities purchased through TPT
- Various picture books such as:
  Edward the Emu by Sheena Knowles
  What Do You Do With a Tail Like This? By Steve Jenkins
  Super Fly Guy by Tedd Arnold
  Termites on a Stick: A Chimp Learns to Use a Tool

Online Resources:
- Teacher webpage
- Online textbook resources (www.macmillanmh.com)
- Wonders materials purchased through TPT
Grade One Language Arts

Unit 5: Figure It Out

Approximate # Of Weeks: 6 Weeks

Essential Questions:

- How can we classify and categorize things?
- What can you see in the sky?
- What inventions do you know about?
- What sounds can you hear? How are they made?
- How do things get built?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds. (RF.1.2d)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
- Read words with inflectional endings. (RF.1.3f)
- Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)
- Read grade-Level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
- Describe characters, settings, and major events in a story, using key details. (RL.1.3)
- Identify words or phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)
- Identify who is telling the story at various points in a text. (RL.1.6)
- Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)
- Describe the connection between two individuals, events, or ideas, or pieces of information in a text. (RI.1.3)
- Know and use various text features (captions) to locate key facts or information in a text. (RI.1.5)
- Use the illustrations and details in a text to describe its key ideas. (RI.1.7)
- Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)
- Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5c)

In Speaking and Listening:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)
- Follow agreed-upon rules for discussions. (SL.1.1a)
- Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)
- Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

In Grammar:

- Use frequently occurring adjectives. (L.1.1f)
- Use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)
• Use determiners (e.g., articles, demonstratives). (L.1.1h)

• Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)

• Determine the meaning of a new word formed when a known prefix is added to a known work (e.g., happy/unhappy, tell/retell) (L.1.4b)

In Spelling:

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

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

In Writing:

• Write opinion piece 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.1.1)

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

• 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.1.3)

• 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.1.5)

• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

• 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.1.7)

Interdisciplinary Standards (njcccs.org)
Standard 9.1 21st Century Life and career skills. Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.

Standard 8.1 – Computer and information Literacy Students use computers to research various topics from readings.

Activities – include 21st Century Technologies:
- Listen to audio clips (21st Century Tech)
- Read unit selections and additional guided reading and respond in a variety of ways
- Assessments at the end of each “Weekly” lesson
- Practice of skills learned through use of Your Turn Book and additional materials obtained through internet
- Practice putting weekly spelling words in ABC order
- Students celebrate their writing by publishing it and reading to the class

Possible Writing Assignments May Include:
- Student Journals
- Opinion Writing
- Informative Writing
- Narrative Writing
- Prompted writing
- Response to literature
- Story summaries

Enrichment Activities May Include:
- Students will create a graph showing the many different ways that objects can be classified and categorized (e.g., size, shape, material, purpose, or texture.)
- Students will gather information about constellations. They will use self-sticking stars, cut-out paper with tape, or a drawing to show and label a constellation.
- Students will research a child inventor. They will write a report about the inventor and the invention.
- Students will write a short radio play and use sound effects. e.g., Jon: Oh no, it’s raining! (sound of raindrops)
Amy: Let’s go inside so we don’t get wet.
(sound of footsteps)

- Students will review bridge types and choose one specific type to research. The student will then build their own model of that style bridge. The model can be made of many different materials, such as toothpicks, cardboard, blocks, craft sticks, yearn, or dried past. Hold the materials together with glue.

Methods of Assessments/Evaluation:
- Think-Pair-Share
- Exit Slips
- Journal writing
- DRA2
- Anecdotal notes
- Classwork, independent work and homework
- Observation
- Weekly and Unit Assessments
- Guided Reading Assessment
- Smartboard Work
- Reader Response
- Dry Erase

Resources: Text, Literature (RL), Informational (RI)
- Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill
- DRA2
- Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill
- Various leveled Guided Reading Books
- Leveled Workstation Cards
- Wonders activities purchased through TPT
- Various picture books such as:
  - The Top Job
  - Owl at Home by Arnold Lobel
  - Snowflake Bentley
  - The Big Dipper

Online Resources:
- Teacher webpage
- Online textbook resources (www.macmillanmh.com)
- Wonders materials purchased through TPT
Grade One Language Arts

Unit 6: Together We Can!

Approximate # Of Weeks: 6 Weeks

Essential Questions:

- How can we work together to make our lives better?
- Who helps you?
- How can weather affect us?
- What traditions do you know about?
- Why do we celebrate holidays?

Upon completion of this unit students will be able to:

In Reading and Writing:

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
- Isolate ad pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.2d)
- Decode regularly spelled one-syllable words. (RF.1.3b)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
- Read words with inflectional endings. (RF.1.3f)
- Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)
- Read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b)
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)
- Describe characters, settings, and major events in a story, using key details. (RL.1.3)
• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)

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

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

• 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.1.5)

• Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.1.6)

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

• Read words with inflectional endings. (L.1.3f)

In Speaking and Listening:

• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

• 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.1.1a)

• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

• Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

In Grammar:

• Use personal, possessive, and indefinite pronouns. (L.1.1d)

• Capitalize dates and names of people. (L.1.2a)

• Use commas in dates and to separate single words in a series. (L.1.2c)
- Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)

- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4c)

In Spelling:

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

In Writing:

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

- 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.1.5)

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

- 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.1.7)

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st Century Life and career skills. Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.

- Standard 8.1 – Computer and information Literacy Students use computers to research various topics from readings

- Standard 8.2 Technology Education Students will acquire knowledge of how bridges are built.

Activities – include 21st Century Technologies:

- Listen to audio clips (21st Century Tech)
- Read unit selections and additional guided reading and respond in a variety of ways
- Assessments at the end of each “Weekly” lesson
- Practice of skills learned through use of Your Turn Book and additional materials obtained through internet
- Practice putting weekly spelling words in ABC order
- Students celebrate their writing by publishing it and reading to the class

Possible Writing Assignments May Include:

- Student Journals
- Opinion Writing
- Informative Writing
- Narrative Writing
- Prompted writing
- Response to literature
- Story summaries

Enrichment Activities May Include:

- Make a Plan Proposal: Students do a research project on how they can make their lives better at school. They are to use the characteristic of a proposal: (for example)
  Idea: New art supplies
  Reason: Art supplies will make our lives better at school.
  Plan: We will have a bake sale to make money.

- Create a Newspaper: Students will do a research project to write a newspaper article about someone who helps others. Characteristics of a newspaper: articles and images
  Students use the information from their interview to write an article about a person who helps them.

- Create a Mini Tornado: Students will do a research project with a partner to learn more about tornadoes and how they form. Children record what they learn in a foldable. The children will use a water bottle, water and food coloring to make their mini tornado.
  - Fill one bottle ¾ full with water. Add a few drops of food coloring to the water.
  - Tape the bottles spout to spout.
  - Turn the bottles over and swirl them.
  - Partners write about the results of their tornado.
  - Partners write three facts they learned about tornados.

- Create a poster: Students will do a research project with a partner to learn more about traditions. Students will record their ideas in a Four-Door Foldable.
Their poster must include: Information about their chosen tradition
   Images that illustrate the information
   Text that tells about the tradition

- Students will make a Japanese Children’s Day Flag: Children focus on the most important details about the holiday and make their own flags.
  **Material:** The shape of the flag will be cut out of fabric or paper. It will hang on a string.
  **Drawing:** The design of the fish’s body will be drawn on with pencils or markers.
  **Decorations:** The flag can include ribbon or cut paper attached as streamers.

  Children write a sentence or two, telling what they learned about Children’s Day in their research,

**Methods of Assessments/Evaluation:**
- Think-Pair-Share
- Exit Slips
- Journal writing
- DRA2
- Anecdotal notes
- Classwork, independent work and homework
- Observation
- Weekly and Unit Assessments
- Guided Reading Assessment
- Smartboard Work
- Reader Response
- Dry Erase

**Resources:** Text, Literature (RL), Informational (RI)
- Wonders Reading/Language Arts Program, Macmillan/McGraw-Hill
- DRA2
- Wonders Reading workbook, Your Turn, Macmillan/McGraw-Hill
- Various leveled Guided Reading Books
- Leveled Workstation Cards
- Wonders activities purchased through TPT
- Various picture books such as:
  - Ling and Ting: Not Exactly the Same
  - Library Lion
  - Ruby Bridges Goes to School: My True Story
A Picture Book of George Washington

Online Resources:
- Teacher webpage
- Online textbook resources (www.macmillanmh.com)
- Wonders materials purchased through TPT