

Curriculum Design

Content Area: Reading/Language Arts

Course Title: General Reading/Language Arts	Grade Level: 1
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Unit 1- Animals, Tame and Wild	6 Weeks
Unit 2- Communities	6 Weeks
Unit 3- Changes	6 Weeks
Unit 4- Treasures	6 Weeks
Unit 5- Great Ideas	6 Weeks

Date Created: July 2012

Board Approved on: August 23, 2012

Unit 1 Overview	
Content Area: Reading/Language Arts	
Unit 1 Title: Animals Tame and Wild	
Grade Level: 1	
<p>Unit Summary: How are people and animals important to one another?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards: Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Character • Sequence • Realism and Fantasy • Character and Setting • Main Idea • Draw Conclusions • Cause and Effect 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Character • Sequence • Realism and Fantasy • Character and Setting • Main Idea • Draw Conclusions • Cause and Effect
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> •Blend and Segment Phonemes •Count phonemes •Consonants •Words with short a,i,o,e,u •Adding –s •High frequency words •Final Blends 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> •Why we speak •Why we listen •Be a good listener •Be a good speaker •Retell a story •Ask Questions

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Writing		Language	
<ul style="list-style-type: none"> • Personal Narrative; Prewriting, Drafting, Revising, Editing, Publishing, Sharing 		<ul style="list-style-type: none"> • Sentences • Naming Parts of Sentences • Action Parts of Sentences • Word Order • Telling Sentences • Questions 	
CPI #	Cumulative Progress Indicator (CPI)		
	Foundational Skills		
RF.1. 2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1. 2.c	Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.		
RF.1. 2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
RF.1. 3.	Know and apply grade- level phonics word analysis skills in decoding words.		
RF.1. 3.a	Know the spelling-sound correspondences for common consonants digraphs.		
RF.1. 3.b	Decode regularly spelled one –syllable words.		
RF.1. 3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
RF.1. 3.f	Read words with inflectional endings.		
RF.1. 3.g	Recognize and read grade-appropriate irregularly spelled words.		
RF.1. 4	Read with sufficient accuracy and fluency to support comprehension.		
RF.1. 4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
	Literature		
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. 7	Use illustrations and details in a story to describe its characters, settings, or events.		

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	Speaking/Listening
SL. 1.1	Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1. 1.a	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. 1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1. 2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Writing
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or selection.
Unit Essential Questions	
<ul style="list-style-type: none"> • How does listening to my teacher model and talk while reading, help me understand? • What do good readers do? • What do I think and feel about what I read? • What is happening in the story? • How do I know if I understand what is happening in the story • What makes me want to read? 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 	Summative Assessments: <ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS
Teacher Resources: Pearson Scott Foresman’s <u>Reading Street</u> Student Edition Leveled Readers Literacy Centers NJ Daily Practice Book Phonics and/or Spelling Books Grammar and Writing Book	

Brigantine Public School District

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Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

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Unit 2 Overview

Content Area: Reading/Language Arts

Unit 2 Title: Communities

Grade Level: 1

Unit Summary: What is a community?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets

Standards:

Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature

- Categorize/Classify
- Main Idea
- Cause & Effect
- Accuracy/ Appropriate rate
- Author’s Purpose
- Monitor and Fix up
- Compare & Contrast

Reading Informational Text

- Predict
- Monitor & Fix UP
- Ask Questions
- Preview the Text

Reading Foundational Skills

- Distinguish long and short sounds
- Words with Digraphs
- Substitute Phonemes
- Long vowels (CVCe)
- Inflected ending –ed
- Syllables VCCV

Speaking and Listening

- Answer questions
- Dramatize
- Musical Elements
- Group Discussions
- Describe a photo or illustration
- Retell a message

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<p>Writing</p> <ul style="list-style-type: none"> • How Prewriting, Drafting, Revising, Editing, Publishing, Sharing -to Report; 	<p>Language</p> <ul style="list-style-type: none"> • Nouns, proper nouns • Special titles • Days, Months, Holidays • One and More than One • Nouns in Sentences
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.1. 2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1. 2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1. 2.c	Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
RF.1. 2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1. 3.	Know and apply grade- level phonics word analysis skills in decoding words.
RF.1. 3.a	Know the spelling-sound correspondences for common consonants digraphs.
RF.1. 3.b	Decode regularly spelled one –syllable words.
RF.1. 3.c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables
RF.1. 3.f	Read words with inflectional endings.
RF.1. 3.g	Recognize and read grade-appropriate irregularly spelled words.
RF.1. 4	Read with sufficient accuracy and fluency to support comprehension.
RF.1. 4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Literature
RL.1. 1	Ask and answer questions about key details in a text.
RL.1. 7	Use illustrations and details in a story to describe its characters, settings, or events.
	Speaking/Listening
SL.1. 1.a	Follow agreed -upon rules for discussions (e.g., listening to others with care,

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	speaking one at a time about the topics and texts under discussion).
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges
SL.1. 2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1. 4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
	Informational Text
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 text
RI.1. 3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade one topic or subject area.
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.
	Language
L.1. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1.1.c	Form regular plural nouns orally by adding/s/ of /es/ (e.g., dog, dogs; wish, wishes).
L.1. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1. 2.a	Capitalize dates and names of people.
L.1. 5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	Writing
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.
Unit Essential Questions	
<ul style="list-style-type: none"> • How does listening to my teacher model and talk while reading, help me understand? • What do good readers do? • What are my strategies for reading this text? • What's happening in the story? • What makes me want to read? 	

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

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Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 3 Overview

Content Area: Reading/Language Arts

Unit 3 Title: Changes

Grade Level: 1

Unit Summary: What is changing in our world?

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency

Learning Targets

Standards:

Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards

Reading Literature

- Preview the Text
- Compare and Contrast
- Predict
- Plot
- Summarize
- Theme
- Visualize
- Story Structure

Reading Informational Text

- Predict
- Summarize
- Monitor & Fix Up
- Visualize
- Text Structure
- Prior Knowledge

Reading Foundational Skills

- Vowel sounds of **y**
- Final **ng, nk** and Compound Words
- Ending **–es** and r-controlled **or, ore**
- Endings **–ed, -ing** and r-controlled **ar**
- R-controlled **er, ir, ur** contractions
‘s,’ve,’re
- Comparative endings & **dge /j/**

Speaking and Listening

- Follow Directions
- Give Directions
- Making introductions
- Formal and Informal Speaking
- Discuss How to Solve a Problem
- Compare and Contrast

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<p>Writing</p> <ul style="list-style-type: none"> Description; Prewriting, Drafting, Revising, Editing, Publishing, Sharing 		<p>Language</p> <ul style="list-style-type: none"> Action verbs Verbs that add –s Verbs that do <u>not</u> add –s Verbs for Now and the Past Am, is, are, was, were Contractions with not 	
CPI #	Cumulative Progress Indicator (CPI)		
	Foundational Skills		
RF.1. 2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1. 2.c	Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.		
RF.1. 2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
RF.1. 3.	Know and apply grade- level phonics word analysis skills in decoding words.		
RF.1. 3.b	Decode regularly spelled one –syllable words.		
RF.1. 3.c	Know final –e and common vowel team conventions for representing long vowel sounds.		
RF.1. 3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables		
RF.1. 3.f	Read words with inflectional endings.		
RF.1. 3.g	Recognize and read grade-appropriate irregularly spelled words.		
RF.1. 4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
	Literature		
RL.1. 1	Ask and answer questions about key details in a text.		
RL.1. 3	Describe characters, settings and major events in a story, using key details.		
RL.1. 9	Compare and contrast the adventures and experiences of characters in stories.		
	Speaking/Listening		
SL.1. 1.a	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).		

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges
SL.1.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
	Informational Text
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade one topic or subject area.
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.
	Language
L1.1.c	Form regular plural nouns orally by adding/s/ of /es/ (e.g., dog, dogs; wish, wishes).
L.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	Writing
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply and reason for the opinion, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Unit Essential Questions <ul style="list-style-type: none"> • How does listening to my teacher model and talk while reading, help me understand? • What do good readers do? • What do I think and feel about what I read? • What is happening in the story? • How do I know if I understand what is happening in the story • What makes me want to read? 	

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

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www.parcconline.org

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Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 4 Overview	
Content Area: Reading/Language Arts	
Unit 4 Title: Treasures	
Grade Level: 1	
<p>Unit Summary: What do we treasure?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Draw Conclusions • Theme • Graphic Organizers • Author’s Purpose • Realism & Fantasy • Story Structure • Character, Setting, Plot • Story Structure 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Monitor & Fix up • Graphic Organizers • Story Structure • Preview
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Long a: ai, ay and possessives • Long e: ea and inflected endings • Long o: oa, ow and 3-letter blends • Long i: ie, igh and kn/n/ and wr/r/ • Compound Words & vowels ew,ue, ui • Suffixes -ly, -ful vowels in moon 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Formal and Informal Speaking • Express an Opinion • Know Your Audience • How to Deliver a Report/Presentation • Make an Announcement

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<p>Writing</p> <ul style="list-style-type: none"> Persuasive Letter; Prewriting, Drafting, Revising, Editing, Publishing, Sharing 		<p>Language</p> <ul style="list-style-type: none"> Adjectives Adjectives: for Color & Shapes, Sizes, What Kind, how many, that compare 	
CPI #	Cumulative Progress Indicator (CPI)		
	Foundational Skills		
RF.1. 2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1. 2.c	Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.		
RF.1. 2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
RF.1. 3.	Know and apply grade- level phonics word analysis skills in decoding words.		
RF.1. 3.a	Know the spelling-sound correspondences for common consonants digraphs.		
RF.1. 3.c	Know final –e and common vowel team conventions for representing long vowel sounds.		
RF.1. 3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
RF.1. 3.f	Read words with inflectional endings.		
RF.1. 3.g	Recognize and read grade-appropriate irregularly spelled words.		
RF.1. 4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
	Literature		
RL.1. 1	Ask and answer questions about key details in a text.		
RL.1. 3	Describe characters, settings and major events in a story, using key details.		
RL.1. 5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
RL.1. 7	Use illustrations and details in a story to describe its characters, settings, or events.		
	Speaking/Listening		
SL.1. 1.a	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.1.1.b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges		

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SL.1. 4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
SL.1. 6	Produce complete sentences when appropriate to task situation.
Informational Text	
RI.1. 2	Identify the main topic and retell key details of text
RI.1.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade one topic or subject area.
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. 8	Identify the reasons an author gives to support points in a text.
Language	
L.1. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1. 1.b	Use common, proper, and possessive nouns.
L.1. 1.f	Use frequently occurring adjectives.
Writing	
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.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does listening to my teacher model and talk while reading, help me understand? • What do good readers do? • What do I think and feel about what I read? • What is happening in the story? • How do I know if I understand what is happening in the story • What makes me want to read? 	
Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Baseline Test • Unit Benchmark Assessments • Fresh Reads for Differentiated Test Practice • Online SUCCESS 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • End of Year Benchmark Assessments • Online SUCCESS

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parconline.org

www.pearsonsuccessnet.com

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 Overview	
Content Area: Reading/Language Arts	
Unit 5 Title: Great Ideas	
Grade Level: 1	
<p>Unit Summary: What difference can a great idea make?</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Character, Setting, Plot • Sequence • Summarize • Compare & Contrast • Main Idea • Draw Conclusions • Theme 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Character, Setting, Plot • Summarize • Monitor and Fix up • Text Features • Ask questions
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> •Diphthong ow/ou/ and syllables C+le •Diphthong ou/ou/ and syllables VCV •Vowels in book & inflected Endings •Diphthongs oi,oy & suffixes -er, -or •Vowels aw, au, and short e:ea •Prefixes un-, re- & Long Vowels i, o 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> •Retell a Story •Types of Media •Media Messages •Recite •Speak Well

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<p>Writing</p> <ul style="list-style-type: none"> • Research Report; Prewriting, Drafting, Revising, Editing, Publishing, Sharing 	<p>Language</p> <ul style="list-style-type: none"> • Commands • Exclamations • How Sentences Begin and End • Pronouns • Using <i>I</i> and <i>Me</i> • More Pronouns
CPI #	Cumulative Progress Indicator (CPI)
	Foundational Skills
RF.1. 2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1. 2.c	Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
RF.1. 2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1. 3.	Know and apply grade- level phonics word analysis skills in decoding words.
RF.1. 3.c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1. 3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables
RF.1. 3.f	Read words with inflectional endings.
RF.1. 3.g	Recognize and read grade-appropriate irregularly spelled words.
RF.1. 4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Literature
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.
	Speaking/Listening
SL.1. 1.a	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. 2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SL.1. 4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
SL.1. 6	Produce complete sentences when appropriate to task situation.
	Informational Text
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 text
RI.1. 3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade one topic or subject area.
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.
	Language
L.1. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1. 1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1. 1.j	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
L.1. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1. 5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	Writing
W.1. 1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply and reason for the opinion, and provide some sense of closure.
W.1. 3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Essential Questions

- How does listening to my teacher model and talk while reading, help me understand?
- What do good readers do?
- What do I think and feel about what I read?
- What is happening in the story?
- How do I know if I understand what is happening in the story
- What makes me want to read?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS

Teacher Resources:

Pearson Scott Foresman’s Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com