

# **Paulsboro Schools**



## **Curriculum**

**Language Arts Literacy**

**Grade 1**

**2011 - 2012**

**\* For adoption by all regular education programs  
Board Approved: April 2012  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy.**

# PAULSBOROSCHOOL DISTRICT

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## **Curriculum writing team members:**

R. Richardson

\*GreenwichTownship Board of Education Representative

# Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** : The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking , and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

## Educational Goals (taken from NJCCCS)

Language Arts Literacy  
Students will be able to

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the NJCCCS search interface. At the top, it says "STATE OF NEW JERSEY DEPARTMENT OF EDUCATION". Below that, it says "Academic Standards 2009 New Jersey Core Curriculum Content Standards". There are navigation buttons for "PREVIOUS", "HOME", and "SEARCH". The main search area is titled "Standards Search Criteria" and includes the following options:

- Select Format Option:**  Standards  Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):**  All,  5.1- Science Practices,  5.3- Life Science,  5.2- Physical Science,  5.4- Earth Systems Science
- Select Strand(s):** [Dropdown menu]

Buttons for "Search" and "Clear Search" are located below the criteria. To the right, there is a "Download Options" section with radio buttons for "21st Century Units" and "Classroom Application Documents (CADs)". A note below these options states: "\* Content Area selection required. All other options are not applicable to Units or CADs at this time." At the bottom of the search area, there is a "Keyword Site Search" section with a "Keyword:" input field and a "Search" button. A footer at the very bottom contains links for "Contact Us", "Privacy Notice", "Legal Statement", and "Accessibility Statement".

Callouts on the page provide the following instructions:

- "Pick your content area" points to the "Select Content Area" dropdown.
- "Select the grade level you're working on here" points to the "Select Grade(s)" dropdowns.
- "Select all to see all the standards that apply" points to the "All" checkbox under "Select Standard(s)".
- "Click search to start process" points to the "Search" button.
- "Find CPI's, assessments, and resources here" points to the "Download Options" section.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

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<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
<b>Standard</b>		<b>5.1 Science Practices:</b> All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
<b>Strand</b>		<b>A. Understand Scientific Explanations :</b> Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
<b>end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

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# Scope and Sequence Map

## Quarter 1

### Big Idea 1:

The ability to read a variety of texts requires independence, comprehension and fluency

### Big Idea 2:

Writing is the process of communicating in print for a variety of audiences and purposes

### Big Idea 3:

Oral language are tools for communicating, thinking, learning, and listening

### Big Idea 4:

A media literate person can evaluate how words, images, and sounds influence a message.

## Quarter 2

### Big Idea 1:

The ability to read a variety of texts requires independence, comprehension and fluency

**Big idea 2** Writing is the process of communicating in print for a variety of audiences and purposes

### Big Idea 3:

Oral language are tools for communicating, thinking, learning, and listening

### Big Idea 4:

A media literate person can evaluate how words, images, and sounds influence a message.

## Scope and Sequence Map Page 2

### Quarter 3

**Big Idea 1:**

The ability to read a variety of texts requires independence, comprehension and fluency

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes

**Big Idea 3:** Oral language are tools for communicating, thinking, learning, and listening

**Big Idea 4:** A media literate person can evaluate how words, images, and sounds influence a message.

### Quarter 4

**Big Idea 1**

The ability to read a variety of texts requires independence, comprehension and fluency

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes

**Big Idea 3:**

Oral language are tools for communicating, thinking, learning, and listening

**Big Idea 4:**

A media literate person can evaluate how words, images, and sounds influence a message.

**Subject/ Grade level:** LAL 1

**Suggested days of instruction :** 45

**Quarter 1**

Objective/Cluster Concept/  
Cumulative Progress Indicators

The students will be able to:  
  
RF.1.1. Demonstrate understanding of the organization and basic features of print.

RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

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

L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.

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

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

RI.1.2. Identify the main topic and

**Big Idea 1:**

The ability to read a variety of texts requires independence, comprehension and fluency.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- |                   |                 |             |
|-------------------|-----------------|-------------|
| 1. Back to School | 2. Author Study | 3. Seasonal |
|-------------------|-----------------|-------------|

**Additional Resources:**

- McGraw Hill Treasures series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Paulsboro School District Grade 1 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach

**Essential Questions:**

1. How do you know when you understand what you read?
2. What do you do when you do not know the meaning of a word or words?
3. How many details can you recall from the text?
4. What is the main idea of the reading?

**Sample Learning Activities:**

- daily read aloud with thinking strategies
- modeled and sustained silent reading
- review letter sounds, consonants and vowel
- Comprehension strategies
- Grammar foundation
- Student directed vocabulary word wall
- Clapping game for syllables

retell key details of a text.

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.

### **Enduring Understanding:**

1. Good readers use text features and parts of a book to help them make meaning of the text
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

### **Assessment Models:**

#### **Formative:**

Guided Reading  
Portfolio  
Anecdotal records  
Picture walk  
Rubrics  
Response orally & through drawing  
Written response  
Text/text ;text/self; text/ world connections

#### **Summative:**

Weekly Treasures Comprehension Test  
MAP Test (Lexile) Benchmark  
NJ PASS

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:**45

**Quarter 1**  
Objective/ Cluster Concept/  
Cumulative Progress Indicators

**Big Idea 2:**  
Writing is the process of communicating in print for a variety of audiences and purposes.

The student will be able to:  
  
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.

- Goals:**
1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
  2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
  3. Investigate, research, and synthesize information from various media sources.

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

**Suggested Read Aloud: Theme**

1. Back to School	2. Author Study	3. Seasonal
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L.1.2.a.Capitalize dates and names of people.

**Additional Resources:**  
-McGraw Hill Treasures Series -Library  
-Dictionary -Literacy Coach  
-Launching Writing Workshop (Lucy Calkins) -Billingsport computer lab

L.1.2.b.Use end punctuation for sentences.

- Essential Questions:**
1. How can we organize events to tell or write a story?
  2. What is the purpose of using capitalization, punctuation, and spelling when writing?

**Sample Learning Activities:**  
Writing Workshop  
Guided Writing  
Teacher Model Writing Process

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

- Enduring Understanding:**
1. Good writers can organize stories using sequence.
  2. Written communication and proper grammar mechanics promote fluency of communication.

**Assessment Models:**  
**Formative:**  
Writing Journal  
Conference with teacher  
**Summative:**  
Rubric assessments of published pieces  
Portfolio

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

**Intervention Materials/ Strategies:**  
-Compass Odyssey  
- BSI/ Resource Push In Support  
- Small Group Instruction/Leveled Reader

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

**ELL:**  
-leveled readers  
-after school support  
-classroom modifications

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 1**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

**Big Idea 3:**

Oral language are tools for communicating, thinking, learning, and listening

The student will be able to:

**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.1.1.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.

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

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

L.1.1.a.Print all upper- and lowercase letters.

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

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

L.1.1.d.Use personal, possessive, and

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- |                   |                 |             |
|-------------------|-----------------|-------------|
| 1. Back to School | 2. Author Study | 3. Seasonal |
|-------------------|-----------------|-------------|

**Additional Resources:**

- McGraw Hill Treasures Series
- Literacy Coach
- Leveled Books
- <http://www.readinga-z.com/>
- Launching Reading Workshop (Lucy Calkins)

**Essential Questions:**

1. How are the rules for discussion followed?
2. How do you use grammar when speaking?

**Enduring Understanding:**

1. Students participate in conversations about first grade reading literature and informational.
2. Students understand when and where to use grammar when speaking.

**Sample Learning Activities:**

- Book talks
- Turn and talk to a partner/neighbor
- Guided reading
- Read aloud: teacher model

**Assessment Models:**

- Formative:**  
Teacher observation
- Summative:**  
Teacher observation notes

indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

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.1.1.f. Use frequently occurring adjectives.

L.1.1.g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.1.h. Use determiners (e.g., articles, demonstratives).

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

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

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 1**  
Objective/ Cluster Concept/  
Cumulative Progress Indicators

**Big Idea 4:**  
A media literate person can evaluate how words, images, and sounds influence a message.

The student will be able to:  
  
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.

- Goals:**
1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
  2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
  3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- |                   |                 |             |
|-------------------|-----------------|-------------|
| 1. Back to School | 2. Author Study | 3. Seasonal |
|-------------------|-----------------|-------------|

**Additional Resources:**

- |                               |  |
|-------------------------------|--|
| -McGraw Hill Treasures Series | -Library                                   |
| -Dictionary                   | -Literacy Coach                            |
| -Leveled Books                | -Listening Station (CD player and/or IPod) |
| - Netbook computers/ printer  | -Compass Odyssey                           |

**Essential Questions:**

1. How are illustrations and details used in a story to describe its text structure?

**Enduring Understanding:**

1. Students can collaborate with a variety of people while using digital tools to produce and publish writing.

**Sample Learning Activities:**

- Teacher model writing process
- Tiered based projects
- Compass Odyssey writing portfolio

**Assessment Models:**

- Formative:**
- conference
- Summative:**
- rubric scores of published pieces



L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.

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

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.

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.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

6. How would you describe the characters, settings, and major events in a story?
7. Which one of your senses can help you describe the feelings from a text or poem?

### **Enduring Understanding:**

1. Good readers use text features and parts of a book to help them make meaning of the text
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

### **Intervention Materials/Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

### **Assessment Models:**

#### **Formative:**

- Guided Reading
- Portfolio
- Anecdotal records
- Picture walk
- Rubrics
- Response orally & through drawing
- Written response
- Text/text ;text/self; text/ world connections

#### **Summative:**

- Weekly Treasures Comprehension Test
- MAP Test (Lexile) Benchmark
- NJ PASS

# Curriculum Management System Big Idea 2

<p><b>Subject/ Grade level:</b> LAL 1</p> <p><b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>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.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.a.Capitalize dates and names of people.</p> <p>L.1.2.b.Use end punctuation for sentences.</p> <p>L.1.2.c.Use commas in dates and to separate single words in a series.</p> <p>L.1.2.d.Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.e Spell untaught words phonetically, drawing on phonemic</p>	<p><b>Suggested days of instruction:</b> 45</p> <p><b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <p><b>Suggested Read Aloud: Theme</b></p> <p>1. Author Study                      2. Seasonal                      3.</p> <p><b>Additional Resources:</b></p> <p>-McGraw Hill Treasures Series                      -Library -Dictionary                      -Literacy Coach -Launching Writing Workshop (Lucy Calkins) -Billingsport computer lab</p> <table border="1"> <tr> <td data-bbox="556 824 1339 1510"> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can we organize events to tell or write a story?</li> <li>2. What do you remember about a text?</li> <li>3. What is the purpose of using capitalization, punctuation, and spelling when writing?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good writers can organize stories using sequence.</li> <li>2. Written communication and proper grammar mechanics promote fluency of communication.</li> </ol> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support</li> <li>- Small Group Instruction/Leveled Readers</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support</li> </ul> </td> <td data-bbox="1339 824 2062 1510"> <p><b>Sample Learning Activities:</b></p> <p>Writing Workshop Guided Writing Teacher Model Writing Process</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing Journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio</p> </td> </tr> </table>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can we organize events to tell or write a story?</li> <li>2. What do you remember about a text?</li> <li>3. What is the purpose of using capitalization, punctuation, and spelling when writing?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good writers can organize stories using sequence.</li> <li>2. Written communication and proper grammar mechanics promote fluency of communication.</li> </ol> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support</li> <li>- Small Group Instruction/Leveled Readers</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support</li> </ul>	<p><b>Sample Learning Activities:</b></p> <p>Writing Workshop Guided Writing Teacher Model Writing Process</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing Journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio</p>
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awareness and spelling conventions.	-classroom modifications	
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<b>Subject/ Grade level:</b> LAL 1	<b>Suggested days of instruction:</b> 45
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**Quarter 2**  
Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

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

L.1.1.a. Print all upper- and lowercase letters.

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

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

L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.e. Use verbs to convey a sense

**Big Idea 3:**  
Oral language are tools for communicating, thinking, learning, and listening

- Goals:**
1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
  2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
  3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

1. Author Study
2. Seasonal
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Literacy Coach
- Leveled Books
- <http://www.readinga-z.com/>
- Launching Reading Workshop (Lucy Calkins)

**Essential Questions:**

1. How can you listen for key details in a text?
2. Why should you ask questions to a speaker when you do not understand information?
3. How do you use grammar when speaking?

**Enduring Understanding:**

1. Students participate in conversations about first grade reading literature and informational.
1. Students understand when and where to use grammar when speaking.

**Sample Learning Activities:**

- Book talks
- Turn and talk to a partner/neighbor
- Guided reading
- Read aloud: teacher model

**Assessment Models:**

- Formative:**  
Teacher observation
- Summative:**  
Teacher observation notes

of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f. Use frequently occurring adjectives.

L.1.1.g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.1.h. Use determiners (e.g., articles, demonstratives).

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

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

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

**ELL:**

- leveled readers
- after school support
- classroom modifications

<p><b>Subject/ Grade level:</b> LAL 1</p> <p><b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>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.</p>	<p><b>Suggested days of instruction:</b> 45</p> <p><b>Big Idea 4:</b> A media literate person can evaluate how words, images, and sounds influence a message.</p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <p><b>Suggested Read Aloud: Theme</b></p> <ol style="list-style-type: none"> <li>1. Author Study</li> <li>2. Seasonal</li> <li>3.</li> </ol> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series</li> <li>-Dictionary</li> <li>-Leveled Books</li> <li>- Netbook computers/ printer</li> <li>-Library</li> <li>-Literacy Coach</li> <li>-Listening Station (CD player and/or IPod)</li> <li>-Compass Odyssey</li> </ul> <table border="1"> <tr> <td data-bbox="558 899 1339 1396"> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are illustrations and details used in a story to describe its text structure?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>2. Students can collaborate with a variety of people while using digital tools to produce and publish writing.</li> </ol> </td> <td data-bbox="1339 899 2062 1396"> <p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul> </td> </tr> </table>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are illustrations and details used in a story to describe its text structure?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>2. Students can collaborate with a variety of people while using digital tools to produce and publish writing.</li> </ol>	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are illustrations and details used in a story to describe its text structure?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>2. Students can collaborate with a variety of people while using digital tools to produce and publish writing.</li> </ol>	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>		

<p><b>Subject/ Grade level:</b> LAL 1</p>	<p><b>Suggested days of instruction:</b> 45</p>
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**Quarter 3**  
Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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

RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

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.

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.

**Big Idea 1:**  
The ability to read a variety of texts requires independence, comprehension and fluency.

- Goals:**
1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
  2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
  3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

1. Author Study
2. Seasonal
- 3.

- Additional Resources:**
- McGraw Hill Treasures series - Library
  - Dictionary - Literacy Coach
  - Leveled books
  - Reading With Meaning (Debbie Miller)
  - Launching Reading Workshop (Lucy Calkins)
  - <http://www.readinga-z.com/>
  - Paulsboro School District Grade 1 Science and Social Studies Curriculum Guides

- Essential Questions:**
1. How can you use decoding skills with an unknown word?
  2. What can you use to locate key facts or information in a text?
  3. What is difference between information from illustrations and information from text?
  4. What is the difference between books that tell stories and books that give information?
  5. Who is telling the story?

- Sample Learning Activities:**
- daily read aloud with thinking strategies modeled and sustained silent reading
  - review letter sounds, consonants and vowel
  - Comprehension strategies
  - Grammar foundation
  - Student directed vocabulary word wall
  - Clapping game for syllables

- Enduring Understanding:**
1. Good readers use text features and parts of a book to help them make meaning of the text
  2. Good readers can identify that letters and letter

- Assessment Models:**
- Formative:**  
Guided Reading  
Portfolio

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

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.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

combinations represent sounds.

3. Good readers can use decoding skills and context clues to identify words and their meaning.

**Intervention Materials/Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

**ELL:**

- leveled readers
- after school support
- classroom modifications

Anecdotal records

Picture walk

Rubrics

Response orally & through drawing

Written response

Text/text ;text/self; text/ world connections

**Summative:**

Weekly Treasures Comprehension Test

MAP Test (Lexile) Benchmark

NJ PASS

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 3**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:  
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.1.7. 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.1.5. 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.

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

L.1.1.a. Print all upper- and lowercase letters.

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

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

L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g.,

**Big Idea 2:**

Writing is the process of communicating in print for a variety of audiences and purposes.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

1. Author Study
2. Seasonal
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Billingsport computer lab

**Essential Questions:**

1. How can you explain in writing about a topic?
2. How can you use how to books to write a sequence of instructions?
3. How do you answer a question with a topic focus and add details?
4. How do you use grammar when writing?

**Enduring Understanding:**

1. Good writers can organize stories using sequence.
2. Written communication and proper grammar mechanics promote fluency of communication.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

**Sample Learning Activities:**

- Writing Workshop
- Guided Writing
- Teacher Model Writing Process

**Assessment Models:**

**Formative:**

- Writing Journal
- Conference with teacher

**Summative:**

- Rubric assessments of published pieces
- Portfolio

Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.f. Use frequently occurring adjectives.

L.1.1.g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.1.h. Use determiners (e.g., articles, demonstratives).

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

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

**ELL:**

- leveled readers
- after school support
- classroom modifications

<b>Subject/ Grade level:</b> LAL 1	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>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., <i>because</i>).</p>	<b>Big Idea 3:</b> Oral language are tools for communicating, thinking, learning, and listening.	
	<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<b>Suggested Read Aloud: Theme</b>	
	1. Author Study                      2. Seasonal                      3.	
	<b>Additional Resources:</b> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series                      -Literacy Coach</li> <li>-Leveled Books    -<a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></li> <li>-Launching Reading Workshop (Lucy Calkins)</li> </ul>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1.How do you describe nouns with details, expressions, and feelings?</li> <li>2.How can you speak with a simple relationship (e.g., because) using words and phrases?</li> </ol> <b>Enduring Understanding:</b> <ol style="list-style-type: none"> <li>1.Students participate in conversations about first grade reading literature and informational.</li> <li>2.Students understand when and where to use conjunctions when speaking.</li> </ol> <b>Intervention Materials/ Strategies:</b> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support</li> <li>- Small Group Instruction/Leveled Readers</li> </ul> <b>ELL:</b> <ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support</li> <li>-classroom modifications</li> </ul>	<b>Sample Learning Activities:</b> <p>Book talks Turn and talk to a partner/neighbor Guided reading Read aloud: teacher model</p> <b>Assessment Models:</b> <p><b>Formative:</b> Teacher observation</p> <p><b>Summative:</b> Teacher observation notes</p>	

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 3**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

**Big Idea 4:**

A media literate person can evaluate how words, images, and sounds influence a message.

**Goals:**

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- 1. Author Study
- 2. Seasonal
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Dictionary
- Leveled Books
- Netbook computers/ printer
- Library
- Literacy Coach
- Listening Station (CD player and/or IPod)
- Compass Odyssey

**Essential Questions:**

- 1. How are illustrations and details used in a story to describe its text structure?

**Enduring Understanding:**

- 1. Students can collaborate with a variety of people while using digital tools to produce and publish writing.

**Sample Learning Activities:**

- Teacher model writing process
- Tiered based projects
- Compass Odyssey writing portfolio

**Assessment Models:**

**Formative:**

- conference

**Summative:**

- rubric scores of published pieces

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 4**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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

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

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

RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

L.1.5.c. Identify real-life connections between words and their use (e.g.,

**Big Idea 1**

The ability to read a variety of texts requires independence, comprehension and fluency.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

- |                 |             |    |
|-----------------|-------------|----|
| 1. Author Study | 2. Seasonal | 3. |
|-----------------|-------------|----|

**Additional Resources:**

- McGraw Hill Treasures series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Paulsboro School District Grade 1 Science and Social Studies Curriculum Guides

**Essential Questions:**

1. How do you comprehend what you read?
2. What is an example of figurative language?
3. What ideas about a text can you find in its illustrations?
4. What supporting details did the author provide?
5. What is the same and different about two text about the same topic?
6. How can you describe a stories characters, settings, and events by using the illustrations?
7. How are two characters the same and different?

**Sample Learning Activities:**

- daily read aloud with thinking strategies modeled and sustained silent reading
- review letter sounds, consonants and vowel
- Comprehension strategies
- Grammar foundation
- Student directed vocabulary word wall
- Clapping game for syllables

note places at home that are *cozy*).

L.1.5.d.Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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).

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.

### **Enduring Understanding:**

1. Good readers use text features and parts of a book to help them make meaning of the text
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

### **Intervention Materials/Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support
- classroom modifications

### **Assessment Models:**

#### **Formative:**

- Guided Reading
- Portfolio
- Anecdotal records
- Picture walk
- Rubrics
- Response orally & through drawing
- Written response
- Text/text ;text/self; text/ world connections

#### **Summative:**

- Weekly Treasures Comprehension Test
- MAP Test (Lexile) Benchmark
- NJ PASS

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 4**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The students will be able to:  
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.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1.a. Print all upper- and lowercase letters.
- L.1.1.b. Use common, proper, and possessive nouns.
- L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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.1.1.f. Use frequently occurring adjectives.
- L.1.1.g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- L.1.1.h. Use determiners (e.g., articles, demonstratives).
- L.1.1.i. Use frequently occurring prepositions (e.g., *during, beyond,*

**Big Idea 2:**

Writing is the process of communicating in print for a variety of audiences and purposes.

**Goals:**

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme**

1. Author Study
2. Seasonal
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Library
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Billingsport computer lab

**Essential Questions:**

1. How do you form an opinion about a topic or book?
2. How do you use grammar when writing?

**Enduring Understanding:**

1. Good writers can organize stories using sequence.
2. Written communication and proper grammar mechanics promote fluency of communication.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support
- Small Group Instruction/Leveled Readers

**ELL:**

-leveled readers

**Sample Learning Activities:**

- Writing Workshop
- Guided Writing
- Teacher Model Writing Process

**Assessment Models:**

**Formative:**

- Writing Journal
- Conference with teacher

**Summative:**

- Rubric assessments of published pieces
- Portfolio

*toward*).

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

-after school support  
-classroom modifications

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

**Quarter 4**

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.6. 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*).

**Big Idea 3:**  
Oral language are tools for communicating, thinking, learning, and listening.

- Goals:**
1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
  2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
  3. Investigate, research, and synthesize information from various media sources.

**Suggested Read Aloud: Theme All Around Us**

1. Author Study
2. Seasonal
- 3.

**Additional Resources:**

- McGraw Hill Treasures Series
- Literacy Coach
- Leveled Books
- <http://www.readinga-z.com/>
- Launching Reading Workshop (Lucy Calkins)

- Essential Questions:**
- 1.How can you show ideas, thoughts, and feelings with through drawings?
  2. How do you write a complete sentence?
  - 3.How can you speak with a simple relationship (e.g., because) using words and phrases?

- Enduring Understanding:**
- 1.Students participate in conversations about first grade reading literature and informational.
  - 2.Students understand when and where to use conjunctions when speaking.

- Intervention Materials/ Strategies:**
- Compass Odyssey
  - BSI/ Resource Push In Support
  - Small Group Instruction/Leveled Readers

- ELL:**
- leveled readers
  - after school support
  - classroom modifications

- Sample Learning Activities:**
- Book talks
  - Turn and talk to a partner/neighbor
  - Guided reading
  - Read aloud: teacher model

- Assessment Models:**
- Formative:**  
Teacher observation
- Summative:**  
Teacher observation notes

**Subject/ Grade level:** LAL 1

**Suggested days of instruction:** 45

### Quarter 4

Objective/ Cluster Concept/  
Cumulative Progress Indicators

The student will be able to:

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.

### Big Idea 4:

A media literate person can evaluate how words, images, and sounds influence a message.

### Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages form various formats.
3. Investigate, research, and synthesize information from various media sources.

### Suggested Read Aloud: Theme All Around Us

- |                 |             |    |
|-----------------|-------------|----|
| 1. Author Study | 2. Seasonal | 3. |
|-----------------|-------------|----|

### Additional Resources:

- |                               |  |
|-------------------------------|--|
| -McGraw Hill Treasures Series | -Library                                   |
| -Dictionary                   | -Literacy Coach                            |
| -Leveled Books                | -Listening Station (CD player and/or IPod) |
| - Netbook computers/ printer  | -Compass Odyssey                           |

### Essential Questions:

- 1.How are illustrations and details used in a story to describe its text structure?

### Enduring Understanding:

- 1.Students can collaborate with a variety of people while using digital tools to produce and publish writing.

### Sample Learning Activities:

- Teacher model writing process
- Tiered based projects
- Compass Odyssey writing portfolio

### Assessment Models:

- Formative:**
- conference
- Summative:**
- rubric scores of published pieces

## Grade 1 Language Arts Outcomes

<i>Reading Benchmarks</i>	<i>Writing Benchmarks</i>
Form	Form
Recognize main idea or theme	Communicate message to intended audience
Recognize supporting details	Use models, graphic organizers, and/or examples
Connect with prior knowledge	Write in complete sentences
Determine author or reader's purpose	Develop more than one sentence about a topic
Use appropriate reading strategies	Stay on topic
Identify, compare, and contrast story elements	Create beginning, middle, and end
Form opinions and conclusions	Use variety of sentences beginnings
Self-assess one's own reading strategies and responses to text	Logical progression of ideas
Draw conclusions, make inferences and predict	Engage in writing process
Understand new vocabulary	Self-assess writing
Recognize point of view	Edit
Use context clues to enhance comprehension	Elaborate/add details to make writing more interesting
Recall, retell, and summarize	Select and research a topic
Ask relevant questions to enhance comprehension	Exposure to a variety of writing styles: such as how to, personal narratives, lists, postcards, friendly letter, descriptive writing and poetry
Distinguish information as realism or fantasy	
Interpret literary devices	Collect, organize and discuss favorite writing samples and save into portfolio

## First Grade Phonics and Grammar Skills

<b>Phonics</b>		<b>Grammar and Vocabulary</b>
Consonant letters m,r,s,b, and t	Long e	Nouns
Consonant letters c, n, and p	Long e spelled ea	Complete sentences
Consonant letters f, g, and l	Long a spelled ai and ay	Verbs
Consonant letters h, d, and k	Long o spelled oa and ow	Word order (structure)
Consonant letters j, w ,and v	Long i spelled igh and ie	Telling sentence
Consonant letters y,x,z and q	Vowel sounds for y	Questions
Final consonant sound for n,t,d,p,g and m	Vowel pattern ew and ue	Inflected ending for –ing and -s
Short a	r-controlled vowels (ar, er, ir, ur)	Singular and plural nouns
Final consonant sounds b,k,s,r,f, and l	Vowel sounds for ou and ow	Proper nouns
Short i	Vowel pattern oi and oy	Special titles (capitals)
Final consonant sounds for ck		Days, weeks, months (capitals)
Final consonant sound x		Inflected endings for -ed
Short o		Singular subject verbs
Short e		Plural subject verbs
Double final consonants (ex. bell, dress)		Past and present tense verbs
Initial r and l blends (ex. trip, flat)		Verb -to be
Short u		Contractions
Initial s blends (ex. skip, sleep, stop)		Compound words
Soft c words (ex. city)		Antonyms
Soft g words (ex. giant)		Synonyms
CVC short vowel pattern		Adjectives (color, size, shape, how many)
Long a		Singular possessives
Initial blend sound for ch and th		Inflected ending –es
Long o		Suffix –ly
Initial blend sound for sh and wh		Comparative endings –er and -est
Long i		Exclamations
Double middle consonant (ex. ladder)		Commands
Long u		Pronouns
Final digraph sounds		Personal pronouns
		Homophones

