



## BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English Language Arts – Grade 1

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

**MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:**

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21<sup>st</sup> century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

BCSE Curricular Framework English Language Arts – Grade 1

<b>Grade: First</b>		<b>Content:</b> English Language Arts
<b>Unit: 1</b>		<b>Time Frame:</b> 43-45 days
<p align="center"><b>New Jersey Student Learning Standards:</b></p> <p align="center"><b>READING LITERATURE</b></p>	<p align="center"><b>Skills</b></p>	<p align="center"><b>I Can Statements</b></p>
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can asking and answering questions help you understand a story?</li> </ul>	<ul style="list-style-type: none"> <li>Understand what key details in the text are</li> <li>Determine what key details are in a text</li> <li>Recognize key details of texts</li> <li>Ask and answer questions about key details</li> <li>Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>Answer when prompted and use key details from the text</li> <li>Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>I can answer all who, what, when or where questions about the story.</li> <li>I can ask at least one question about the story.</li> </ul>
<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How do I identify the characters, setting, and events in a story or play?</li> <li>How does graphically representing the story</li> </ul>	<ul style="list-style-type: none"> <li>Identify key story details</li> <li>Provide a description of characters in a story using key details</li> <li>Provide a description of the setting of a story using key details</li> <li>Provide a description of the major events in a story using key details</li> </ul>	<ul style="list-style-type: none"> <li>I can who was in the story.</li> <li>I can where the story happened.</li> <li>I can tell what happened in the story.</li> <li>I can name the characters, settings, and important parts in a story</li> </ul>

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<p>elements help me recall the story elements?</p> <ul style="list-style-type: none"> <li>• How do you use the key details to support the descriptions of characters, setting, and major events?</li> </ul>		
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is it important to identify the central message of a text?</li> <li>• Why is it important to retell key events of a text?</li> <li>• What are the important parts of a retell?</li> <li>• How does retelling a story help me determine the central message of the text?</li> <li>• How does retelling a story help me comprehend a text?</li> <li>• How can I make a connection to the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of narrative and informational texts</li> <li>• Identify the traits of narrative texts and informational texts</li> <li>• Compare and contrast narrative and informational text, focusing on how they are different.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell which books are stories. • I can tell which books tell true things.</li> </ul>
<p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can a reader determine who is telling the</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the function of a narrator</li> <li>• Determine the narrator who is telling a story</li> <li>• Identify when the narrator changes</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell who is talking in the story.</li> </ul>

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<p>story?</p>		
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do illustrations help you understand the story better?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the story</li> <li>• Identify an illustration that helps to describe the character, setting, or events</li> <li>• Explain how illustrations describe important story elements</li> <li>• Identify story details that describe story elements</li> <li>• Describe elements of the story using story details</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about the story using pictures and words</li> </ul>
<p>RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity or above</b>.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do poems and prose teach me about a variety of topics and cultures?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to prose and poems.</li> <li>• I can read prose and poems</li> </ul>
<p><b>New Jersey Learning Standards</b> <b>READING INFORMATIONAL TEXT</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is using the 5 W's + H questions (who, what, where, when, why, &amp; how) helpful when I am reading?</li> <li>• Why is it important to make predictions before, during, and after reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what key details in the text are</li> <li>• Determine what key details are in a text</li> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text</li> </ul>

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<ul style="list-style-type: none"> <li>• Why is it important to use background knowledge to make connections with the stories?</li> <li>• Why is it important to differentiate between true and false information?</li> <li>• Why is it important to use background knowledge to make inferences with non-fiction text?</li> <li>• How can I compare and contrast information in non-fiction text?</li> <li>• How can I differentiate between fact and opinion?</li> </ul>		
<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can text features help a reader?</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of narrative and informational texts</li> <li>• Identify the traits of narrative texts and informational texts</li> <li>• Compare and contrast narrative and informational text, focusing on how they are different</li> <li>• Explain the differences between narrative and informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• I can use parts of a book to find information.</li> </ul>
<p>RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does reading grade level true text get me ready to read more difficult text?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to or read true stories or texts.</li> </ul>

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<p><b>New Jersey Learning Standards</b></p> <p><b>READING FOUNDATIONS</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills</b>.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are sentences formed?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the beginning of a sentence.</li> <li>• I can find the end of a sentence</li> </ul>
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</b>.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I decode words to read?</li> <li>• How I do I blend sounds together to read words accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the long and short vowel sounds in words</li> <li>• Explain the difference between the long and short vowel sounds</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Take apart a word by sounds</li> </ul>	<ul style="list-style-type: none"> <li>• I can hear and say long and short vowels.</li> <li>• I can blend sounds to make words.</li> <li>• I can hear and say the beginning sound of a word.</li> <li>• I can hear and say the middle sound of a word.</li> <li>• I can hear and say the ending sound of a word.</li> </ul>
<p>RF.1.4. Read with sufficient accuracy and fluency to</p>	<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> </ul>	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of</li> </ul>

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<p>support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What does it mean to read fluently? ‘</li> <li>• Why is it important for me to become a fluent reader?</li> <li>• How can making self-corrections help me understand a text?</li> <li>• Why is it important to understand what I am reading?</li> <li>• How can I use the text context to recognize unfamiliar words?</li> <li>• Why is it important to use phrasing and appropriate pausing during reading?</li> <li>• How do I use volume and expression to match mood, characters and type of text?</li> <li>• Why do I need to change my speed according to the text I am reading?</li> <li>• How do I read accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Reread text to better understand what was read, when necessary</li> </ul>	<p>books.</p> <ul style="list-style-type: none"> <li>• I can understand what I read.</li> </ul>
<p align="center"><b>New Jersey Learning Standards</b></p> <p align="center"><b>WRITING</b></p>	<p align="center"><b>Skills</b></p>	<p align="center"><b>I Can Statements</b></p>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I choose a topic for my writing?</li> <li>• How do I use research and my own knowledge to provide facts about a topic?</li> <li>• How do I organize my informative/explanatory</li> </ul>	<ul style="list-style-type: none"> <li>• Discern facts from opinion</li> <li>• Introduce a topic that is well known</li> <li>• Include some facts about a topic</li> <li>• Write a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about a real topic including some facts.</li> </ul>



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<p>writing so it's easy for the reader to understand?</p> <ul style="list-style-type: none"> <li>• How do I write an engaging introduction (a hook)?</li> <li>• How can I bring my writing to an appropriate closure?</li> </ul>		
<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><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I come up with ideas for my story?</li> <li>• What are the story elements that I need to create my own narrative writing piece?</li> <li>• How do I organize my narrative writing so it's easy for the reader to follow?</li> <li>• How do I write an engaging introduction?</li> <li>• How can I add details and strong words choices to make my story “come to life”?</li> <li>• How can I bring my stories to an appropriate closure?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell events in a sequence</li> <li>• Describe events using details</li> <li>• Use sequence words to show order of events (e.g., now, when, then)</li> <li>• End with a closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about the order of things that happened in a book I read or heard.</li> <li>• I can use words that show order.</li> </ul>
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I use revising to ensure my writing makes sense and is engaging to the reader?</li> <li>• How do I use editing to ensure correct spelling, grammar, and punctuation in my writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• I can use suggestions to add details to make my writing better</li> </ul>
<p><b>New Jersey Learning Standards</b></p> <p><b>SPEAKING AND LISTENING</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>SL.1.1. Participate in collaborative conversations with</p>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow rules when I talk with my</li> </ul>

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<p>diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I listen so I can learn?</li> <li>• How do I speak so others can understand what I am thinking?</li> </ul>	<p>grade appropriate topics and texts</p> <ul style="list-style-type: none"> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> </ul>	<p>classmates.</p> <ul style="list-style-type: none"> <li>• I can ask questions about the topic.</li> <li>• I can add my own comments to the topic.</li> </ul>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions after listening to someone speak.</li> </ul>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> <li>• How can I ask or answer questions to show that I am listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask good questions after listening to someone speak.</li> <li>• I can answer questions after listening to someone speak.</li> </ul>
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about my ideas and feelings about something I know.</li> </ul>

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<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is describing events important?</li> <li>• How do I describe events that happened so that others can understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• I can add details about something I know.</li> </ul>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can illustrations or other materials around me help me explain what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can use pictures or things to help people understand me.</li> </ul>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is speaking in complete sentences important when I talk with others?</li> <li>• How do I express myself clearly?</li> </ul>	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can speak in sentences.</li> </ul>
<p style="text-align: center;"><b>New Jersey Learning Standards</b></p> <p style="text-align: center;"><b>LANGUAGE</b></p>	<p style="text-align: center;"><b>Skills</b></p>	<p style="text-align: center;"><b>I Can Statements</b></p>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>• Form all upper and lowercase letters with appropriate sizing and spacing</li> <li>• Identify common and proper nouns and provide examples of each</li> <li>• Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write all my upper-case letters.</li> <li>• I can write all my lower-case letters.</li> <li>• I can use nouns in my speaking and writing.</li> <li>• I can match nouns with action words (He hops; We hop).</li> <li>• I can use a different word for a noun (I, me, my, they, them, their, anyone, everything).</li> <li>• I can use action words for things that happened yesterday, today, ad tomorrow in</li> </ul>

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<ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>		<p>my writing or speaking.</p> <ul style="list-style-type: none"> <li>• I can use describing words.</li> <li>• I can use connecting words.</li> <li>• I can use a, an, and the</li> <li>• I can use prepositions like over, under, and around</li> <li>• I can combine sentences</li> </ul>
<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><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> </ul>	<ul style="list-style-type: none"> <li>• I can capitalize dates and names.</li> <li>• I can use end punctuation for sentences.</li> <li>• I can use commas in dates and lists.</li> <li>• I can spell sight words and word family words.</li> <li>• I can use invented spelling.</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I sort words into categories?</li> <li>• What is a verb?</li> <li>• How are words similar and different?</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> </ul>	<ul style="list-style-type: none"> <li>• I can put words in groups that are the same.</li> <li>• I can tell what words mean and add details.</li> <li>• I can make connections between words.</li> <li>• I can show words that mean moving and how they are moving.</li> </ul>
<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., because)</p>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>• I can put two little sentences together in one sentence.</li> </ul>

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<p><b>Essential Question(s):</b></p> <p>What words do I use to show a relationship between two events?</p>		
<p><b>Resources</b></p>		
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>          My View Literacy          Cold Read Reads Weekly Test/ Fluency Check          Decodable Readers          Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p><a href="http://www.mobymax.com">www.mobymax.com</a>  <a href="http://www.kidsa-z.com">www.kidsa-z.com</a>  <a href="http://www.iready.com">www.iready.com</a>  <a href="http://www.turtlediary.com">www.turtlediary.com</a>  <a href="http://www.k12reader.com">www.k12reader.com</a>  <a href="http://www.abcya.com">www.abcya.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.spellingcity.com">www.spellingcity.com</a>  <a href="http://www.starfall.com">www.starfall.com</a></p>	
<p><b>Differentiated Instruction</b>  <i>(content, process, product and learning environment)</i></p>		
<p><b>At Risk Students</b></p>	<p><b>English Language Learners</b></p>	
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p>	<p><b><u>Modifications for Classroom</u></b></p> <p>Native Language Translation          (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p>	

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<p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p><b>Special Education</b></p>	<p><b>Gifted and Talented</b></p>
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments</p>	<p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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<b>Grade:</b> 1 <sup>st</sup>		<b>Content:</b> English Language Arts
<b>Unit:</b> 2		<b>Time Frame:</b> 43-45 days
<b>New Jersey Student Learning Standards:</b> <b>READING LITERATURE</b>	<b>Skills</b>	<b>I Can Statements</b>
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can asking and answering questions help you understand a story?</li> </ul>	<ul style="list-style-type: none"> <li>Understand what key details in the text are</li> <li>Determine what key details are in a text</li> <li>Recall key details of texts</li> <li>Ask and answer questions about key details</li> <li>Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>Answer when prompted and use key details from the text</li> <li>Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>I can answer all who, what, when or where questions about the story.</li> <li>I can ask at least one question about the story.</li> </ul>
<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How do I identify the characters, setting, and events in a story or play?</li> <li>How does graphically representing the story elements help me recall the story elements?</li> <li>How do you use the key details to support the descriptions of characters, setting, and major events?</li> </ul>	<ul style="list-style-type: none"> <li>Identify key story details</li> <li>Provide a description of characters in a story using key details</li> <li>Provide a description of the setting of a story using key details</li> <li>Provide a description of the major events in a story using key details</li> </ul>	<ul style="list-style-type: none"> <li>I can who was in the story.</li> <li>I can where the story happened.</li> <li>I can tell what happened in the story.</li> <li>I can name the characters, settings, and important parts in a story</li> </ul>
<p>RL.1.10. With prompting and support, read <b>and</b></p>	<ul style="list-style-type: none"> <li>Participate in reading activities, either in a group or independently</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to prose and poems.</li> </ul>



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<p>comprehend stories and poetry at grade level complexity or above.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How do poems and prose teach me about a variety of topics and cultures?</li> </ul>	<ul style="list-style-type: none"> <li>Articulate the purpose of the reading activities</li> <li>Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	<ul style="list-style-type: none"> <li>I can read prose and poems</li> </ul>
<p><b>READING INFORMATIONAL TEXT</b></p> <p><b>NJ Learning Standards</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How is _____ connected to _____?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key people, events, ideas, or information in a text</li> <li>Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>	<ul style="list-style-type: none"> <li>I can tell how two people are alike/connected.</li> <li>I can tell how two events are alike/connected.</li> <li>I can tell how two ideas are alike/connected.</li> <li>I can tell how two facts are alike/connected.</li> </ul>
<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How does the picture/diagram/caption help me understand the text?</li> <li>How do I use the text to define words I don't know?</li> </ul>	<ul style="list-style-type: none"> <li>Identify words in text where the meaning is unclear or unknown</li> <li>Ask and answer questions to help understand what words and phrases mean in the text</li> <li>Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>Use strategies when faced with an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about words I don't know.</li> <li>I can answer questions about words I don't know.</li> </ul>
<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>Determine the difference between information gained by examining pictures and information gained from the words in the text</li> <li>Identify the difference between what pictures show and what the words in the text say</li> </ul>	<ul style="list-style-type: none"> <li>I can use the pictures and words to help me understand what is read</li> </ul>

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<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What evidence in the text can you find that supports what you've read?</li> <li>• How does the picture/illustration help you understand the text?</li> <li>• What can you infer _____?</li> </ul>		
<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the picture/diagram/caption help you understand the text?</li> <li>• What are the key ideas in the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>	<ul style="list-style-type: none"> <li>• I can use parts of a book to find information.</li> </ul>
<p>RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does reading grade level true text get me ready to read more difficult text?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to or read true stories or texts.</li> </ul>
<p style="text-align: center;"><b>New Jersey Learning Standards</b></p> <p style="text-align: center;"><b>FOUNDATIONAL SKILLS</b></p>	<p style="text-align: center;"><b>Skills</b></p>	<p style="text-align: center;"><b>I Can Statements</b></p>
<p>RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills.</b></p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the beginning of a sentence.</li> <li>• I can find the end of a sentence</li> </ul>

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<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are sentences formed?</li> </ul>		
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b></p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I decode words to read?</li> <li>• I do I blend sounds together to read words accurately?</li> <li>• How do features of print help me understand what I read?'</li> <li>• What are the sounds you hear in a word?</li> <li>• How does dividing words into individual sounds improve my reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the long and short vowel sounds in words</li> <li>• Explain the difference between the long and short vowel sounds</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Take apart a word by sounds</li> </ul>	<ul style="list-style-type: none"> <li>• I can hear and say long and short vowels.</li> <li>• I can blend sounds to make words.</li> <li>• I can hear and say the beginning sound of a word.</li> <li>• I can hear and say the middle sound of a word.</li> <li>• I can hear and say the ending sound of a word.</li> </ul>
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> <li>• Identify digraphs in orally produced words</li> <li>• Produce the letters that make the sounds in words with digraphs</li> <li>• Use specific strategies to decode words with digraphs</li> <li>• Produce the letter sounds to make a one-syllable word</li> <li>• Identify irregularly spelled words when reading</li> <li>• Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> </ul>	<ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> <li>• I can say words that end with silent e.</li> <li>• I can use vowels to sound out syllables.</li> <li>• I can break words into parts.</li> </ul>

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<p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does knowing spelling patterns improve my independent reading?</li> <li>• How does sounding out one-syllable words help me to become a better reader?</li> <li>• How does understanding long vowel rules help me read?</li> <li>• How does understanding syllables help improve my reading?</li> <li>• How does understanding syllables help improve my reading?</li> <li>• How does the word change when (inflectional) endings are added to words?</li> </ul>		<ul style="list-style-type: none"> <li>• I can read words with endings.</li> <li>• I can read first grade sight words.</li> </ul>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> <li>• <b>Essential Question(s):</b></li> <li>• What does it mean to read fluently? ‘</li> <li>• Why is it important for me to become a fluent reader?</li> <li>• How can making self-corrections help me understand a text?</li> <li>• Why is it important to understand what I am</li> </ul>	<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>

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<p>reading?</p> <ul style="list-style-type: none"> <li>• How can I use the text context to recognize unfamiliar words?</li> <li>• Why is it important to use phrasing and appropriate pausing during reading?</li> <li>• How do I use volume and expression to match mood, characters and type of text?</li> <li>• Why do I need to change my speed according to the text I am reading?</li> <li>• How do I read accurately?</li> </ul>		
<p><b>Writing</b> <b>NJ Student Learning Standards</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I choose a topic for my writing?</li> <li>• How do I use research and my own knowledge to provide facts about a topic?</li> <li>• How do I organize my informative/explanatory writing so it's easy for the reader to understand?</li> <li>• How do I write an engaging introduction (a hook)?</li> <li>• How can I bring my writing to an appropriate closure?</li> </ul>	<ul style="list-style-type: none"> <li>• Discern facts from opinion</li> <li>• Introduce a topic that is well known</li> <li>• Include some facts about a topic</li> <li>• Write a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about a real topic including some facts.</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>• Tell events in a sequence</li> <li>• Describe events using details</li> <li>• Use sequence words to show order of events (e.g., now,</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about the order of things that happened in a book I read or heard.</li> </ul>

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<p>signal event order, and provide some sense of closure.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I come up with ideas for my story?</li> <li>• What are the story elements that I need to create my own narrative writing piece?</li> <li>• How do I organize my narrative writing so it’s easy for the reader to follow?</li> <li>• How do I write an engaging introduction?</li> <li>• How can I add details and strong words choices to make my story “come to life”?</li> <li>• How can I bring my stories to an appropriate closure?</li> </ul>	<p>when, then)</p> <ul style="list-style-type: none"> <li>• End with a closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• I can use words that show order.</li> </ul>
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b>, and add details to strengthen writing <b>and ideas</b> as needed.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I use revising to ensure my writing makes sense and is engaging to the reader?</li> <li>• How do I use editing to ensure correct spelling, grammar, and punctuation in my writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• I can use suggestions to add details to make my writing better</li> </ul>
<p><b>New Jersey Learning Standards</b></p> <p><b>SPEAKING AND LISTENING</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers</p>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow rules when I talk with my classmates.</li> </ul>

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<p>and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p><b>Essential Question(s):</b></p> <p>How do I listen so I can learn?</p> <ul style="list-style-type: none"> <li>• How do I speak so others can understand what I am thinking?</li> </ul>	<p>turns speaking about topics and texts</p> <ul style="list-style-type: none"> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about the topic.</li> <li>• I can add my own comments to the topic.</li> </ul>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions after listening to someone speak.</li> </ul>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> <li>• How can I ask or answer questions to show that I am listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask good questions after listening to someone speak.</li> <li>• I can answer questions after listening to someone speak.</li> </ul>

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<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is describing events important?</li> <li>• How do I describe events that happened so that others can understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about my ideas and feelings about something I know.</li> <li>• I can add details about something I know.</li> </ul>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can illustrations or other materials around me help me explain what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can use pictures or things to help people understand me.</li> </ul>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is speaking in complete sentences important when I talk with others?</li> <li>• How do I express myself clearly?</li> </ul>	<p>Express thoughts and feelings and ideas in complete sentences</p> <ul style="list-style-type: none"> <li>• Speak audibly to naturally express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can speak in sentences.</li> </ul>
<p style="text-align: center;"><b>New Jersey Learning Standards</b></p> <p style="text-align: center;"><b>LANGUAGE</b></p>	<p style="text-align: center;"><b>Skills</b></p>	<p style="text-align: center;"><b>I Can Statements</b></p>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p>	<ul style="list-style-type: none"> <li>• Form all upper and lowercase letters with appropriate sizing and spacing</li> <li>• Identify common and proper nouns and provide examples of each</li> <li>• Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write all my upper-case letters.</li> <li>• I can write all my lower-case letters.</li> <li>• I can use nouns in my speaking and writing.</li> <li>• I can match nouns with action words (He hops; We hop).</li> <li>• I can use a different word for a noun (I,</li> </ul>



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<p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>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).</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>		<p>me, my, they, them, their, anyone, everything).</p> <ul style="list-style-type: none"> <li>• I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking.</li> <li>• I can use describing words.</li> <li>• I can use connecting words.</li> <li>• I can use a, an, and the</li> <li>• I can use prepositions like over, under, and around</li> <li>• I can combine sentences</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> </ul>	<ul style="list-style-type: none"> <li>• I can capitalize dates and names.</li> <li>• I can use end punctuation for sentences.</li> <li>• I can use commas in dates and lists.</li> <li>• I can spell sight words and word family words.</li> <li>• I can use invented spelling.</li> </ul>

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<p>common spelling patterns and for frequently occurring irregular words.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>		
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I sort words into categories?</li> <li>• What is a verb?</li> <li>• How are words similar and different?</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can put words in groups that are the same.</li> <li>• I can tell what words mean and add details.</li> <li>• I can make connections between words.</li> <li>• I can show words that mean moving and how they are moving.</li> </ul>
<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., because)</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What words do I use to show a relationship between two events?</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>• I can put two little sentences together in one sentence.</li> </ul>

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Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>                      My View Literacy                      Cold Read Reads Weekly Test/ Fluency Check                      Decodable Readers                      Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p><a href="http://www.mobymax.com">www.mobymax.com</a>  <a href="http://www.kidsa-z.com">www.kidsa-z.com</a>  <a href="http://www.iready.com">www.iready.com</a>  <a href="http://www.turtlediary.com">www.turtlediary.com</a>  <a href="http://www.k12reader.com">www.k12reader.com</a>  <a href="http://www.abcya.com">www.abcya.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.spellingcity.com">www.spellingcity.com</a>  <a href="http://www.starfall.com">www.starfall.com</a></p>
Differentiated Instruction <i>(content, process, product and learning environment)</i>	
At Risk Students	English Language Learners
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p><b><u>Modifications for Classroom</u></b></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p>

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<p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p><b>Special Education</b></p>	<p><b>Gifted and Talented</b></p>
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p><b><u>Extension Activities</u></b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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<b>Grade:</b> 1 <sup>st</sup> ( First)		<b>Content:</b> English Language Arts
<b>Unit:</b> 3		<b>Time Frame:</b> 43-45 days
<b>New Jersey Student Learning Standards:</b> <b>READING LITERATURE</b>	<b>Skills</b>	<b>I Can Statements</b>
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can asking and answering questions help you understand a story?</li> </ul>	<ul style="list-style-type: none"> <li>Understand what key details in the text are</li> <li>Determine what key details are in a text</li> <li>Recall key details of texts</li> <li>Ask and answer questions about key details</li> <li>Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>Answer when prompted and use key details from the text</li> <li>Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>I can answer all who, what, when or where questions about the story.</li> <li>I can ask at least one question about the story.</li> </ul>
<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Why is it important to identify the central message of a text?</li> <li>Why is it important to retell key events of a text?</li> <li>What are the important parts of a retell?</li> <li>How does retelling a story help me determine the central message of the text?</li> <li>How does retelling a story help me comprehend</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key details of a story</li> <li>Retell stories in their words capturing the key details</li> <li>Explain the story’s central idea or message</li> </ul>	<ul style="list-style-type: none"> <li>I can tell what the story is about.</li> <li>I can tell the important parts of the story.</li> <li>I can tell what the story is about and tell important parts.</li> </ul>

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<p>a text?</p> <ul style="list-style-type: none"> <li>• How can I make a connection to the text?</li> </ul>		
<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do words or phrases in a text suggest feelings or appeal to my senses?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize feeling words and phrases in texts</li> <li>• Recognize sensory words texts</li> <li>• Describe what feeling or sense the words and phrases are appealing to</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how words make me feel.</li> </ul>
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do illustrations help you understand the story better?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the story</li> <li>• Identify an illustration that helps to describe the character, setting, or events</li> <li>• Explain how illustrations describe important story elements</li> <li>• Identify story details that describe story elements</li> <li>• Describe elements of the story using story details</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about the story using pictures and words</li> </ul>
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do you use the text to compare and contrast stories?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the characters in stories</li> <li>• Describe characters' experiences in the stories</li> <li>• Identify similarities and differences in characters' experiences in stories</li> <li>• Identify similarities and differences in what happened to the characters</li> <li>• Determine how characters solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify characters in the story.</li> <li>• I can tell how characters are different.</li> <li>• I can tell how characters are the same.</li> </ul>
<p>RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity or above</b>.</p>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to prose and poems.</li> <li>• I can read prose and poems</li> </ul>

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<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do poems and prose teach me about a variety of topics and cultures?</li> </ul>	<p>reading increasingly complex texts independently</p>	
<p><b>New Jersey Learning Standards</b></p> <p><b>READING INFORMATIONAL TEXT</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is using the 5 W's + H questions (who, what, where, when, why, &amp; how) helpful when I am reading?</li> <li>• Why is it important to make predictions before, during, and after reading?</li> <li>• Why is it important to use background knowledge to make connections with the stories?</li> <li>• Why is it important to differentiate between true and false information?</li> <li>• Why is it important to use background knowledge to make inferences with non-fiction text?</li> <li>• How can I compare and contrast information in non-fiction text?</li> <li>• How can I differentiate between fact and opinion?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what key details in the text are</li> <li>• Determine what key details are in a text</li> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text</li> </ul>



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<p>RI.1.2. Identify the main topic and retell key details of a text</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do I need to find the main topic of informational text?</li> <li>• How am I able to retell key details of a text?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key details of a story</li> <li>• Retell stories in their words capturing the key details</li> <li>• Explain the story’s central idea or message</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell what the story is about.</li> <li>• I can tell the important parts of the story.</li> <li>• I can tell what the story is about and tell important parts.</li> </ul>
<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is _____ connected to _____?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key people, events, ideas, or information in a text</li> <li>• Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how two people are alike/connected.</li> <li>• I can tell how two events are alike/connected.</li> <li>• I can tell how two ideas are alike/connected.</li> <li>• I can tell how two facts are alike/connected.</li> </ul>
<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the picture/diagram/caption help me understand the text?</li> <li>• How do I use the text to define words I don’t know?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words in text where the meaning is unclear or unknown</li> <li>• Ask and answer questions to help understand what words and phrases mean in the text</li> <li>• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>• Use strategies when faced with an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about words I don’t know.</li> <li>• I can answer questions about words I don’t know.</li> </ul>
<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the picture/diagram/caption help you</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>	<ul style="list-style-type: none"> <li>• I can use parts of a book to find information.</li> </ul>

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<p>understand the text?</p> <ul style="list-style-type: none"> <li>• What are the key ideas in the text?</li> </ul>		
<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is _____ connected to _____?</li> <li>• How a two texts similar?</li> <li>• How are two text on the same topic different</li> </ul>	<ul style="list-style-type: none"> <li>• Describe texts that are read, using various points (e.g., pictures, descriptions, etc)</li> <li>• Identify the similarities and differences of two texts on the same topic</li> <li>• Use various points of comparison (e.g., pictures, descriptions, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare texts and say why they are the same.</li> <li>• I can compare texts and say why they are different</li> </ul>
<p>RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does reading grade level true text get me ready to read more difficult text</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to or read true stories or texts.</li> </ul>
<p><b>New Jersey Learning Standards</b></p> <p><b>FOUNDATIONAL SKILLS</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills.</b></p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the beginning of a sentence.</li> <li>• I can find the end of a sentence</li> </ul>

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<ul style="list-style-type: none"> <li>• How are sentences formed?</li> <li>• How do features of print help me understand what I read?</li> </ul>		
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b></p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)..</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I decode words to read?</li> <li>• I do I blend sounds together to read words accurately?</li> <li>• How does being able to blend sounds improve my independent reading</li> <li>• How does dividing words into individual sounds improve my reading</li> <li>• How does separating words into individual sounds help me to be a better reader?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the long and short vowel sounds in words</li> <li>• Explain the difference between the long and short vowel sounds</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Take apart a word by sounds</li> </ul>	<ul style="list-style-type: none"> <li>• I can hear and say long and short vowels.</li> <li>• I can blend sounds to make words.</li> <li>• I can hear and say the beginning sound of a word.</li> <li>• I can hear and say the middle sound of a word.</li> <li>• I can hear and say the ending sound of a word.</li> </ul>
<p>RF.1.3. Know and apply grade-level phonics and word</p>	<ul style="list-style-type: none"> <li>• Identify digraphs in orally produced words</li> </ul>	<ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> </ul>

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<p>analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How does knowing spelling patterns improve my independent reading?</li> <li>• How does sounding out one-syllable words help me to become a better reader?</li> <li>• How does understanding long vowel rules help me read?</li> <li>• How does understanding syllables help improve my reading?</li> <li>• How does understanding syllables help improve my reading?</li> <li>• How does the word change when (inflectional) endings are added to words?</li> </ul>	<ul style="list-style-type: none"> <li>• Produce the letters that make the sounds in words with digraphs</li> <li>• Use specific strategies to decode words with digraphs</li> <li>• Produce the letter sounds to make a one-syllable word</li> <li>• Identify irregularly spelled words when reading</li> <li>• Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>• Identify long and short vowels when reading one-syllable words</li> <li>• Accurately read both long and short vowels in common one-syllable words</li> <li>• Use specific strategies to decode words using syllables</li> <li>• Recognize the vowel sound in every syllable</li> </ul>	<ul style="list-style-type: none"> <li>• I can say words that end with silent e.</li> <li>• I can use vowels to sound out syllables.</li> <li>• I can break words into parts.</li> <li>• I can read words with endings.</li> <li>• I can read first grade sight words</li> </ul>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>

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<p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <ul style="list-style-type: none"> <li>• <b>Essential Question(s):</b></li> <li>• What does it mean to read fluently? ‘</li> <li>• Why is it important for me to become a fluent reader?</li> <li>• How can making self-corrections help me understand a text?</li> <li>• Why is it important to understand what I am reading?</li> <li>• How can I use the text context to recognize unfamiliar words?</li> <li>• Why is it important to use phrasing and appropriate pausing during reading?</li> <li>• How do I use volume and expression to match mood, characters and type of text?</li> <li>• Why do I need to change my speed according to the text I am reading?</li> <li>• How do I read accurately?</li> </ul>		
<p><b>New Jersey Learning Standards</b></p> <p><b>WRITING</b></p>	<p><b>Skills</b></p>	<p><b>I can Statements</b></p>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I state a clear opinion about a topic?</li> <li>• Why is it important to identify my audience for</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the topic</li> <li>• Express an opinion on the topic</li> <li>• Include a reason to support the opinion</li> <li>• Include a closing statement or section</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about what I think and tell why I think that.</li> </ul>

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<p>my persuasive writing?</p> <ul style="list-style-type: none"> <li>• Why should I provide important reasons and examples to support that position?</li> <li>• How do I organize my opinion writing so it persuades my readers?</li> </ul>		
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I choose a topic for my writing?</li> <li>• How do I use research and my own knowledge to provide facts about a topic?</li> <li>• How do I organize my informative/explanatory writing so it's easy for the reader to understand?</li> <li>• How do I write an engaging introduction (a hook)?</li> <li>• How can I bring my writing to an appropriate closure?</li> </ul>	<ul style="list-style-type: none"> <li>• Discern facts from opinion</li> <li>• Introduce a topic that is well known</li> <li>• Include some facts about a topic</li> <li>• Write a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about a real topic including some facts</li> </ul>
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b>, and add details to strengthen writing <b>and ideas</b> as needed.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I use revising to ensure my writing makes sense and is engaging to the reader?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• I can use suggestions to add details to make my writing better</li> </ul>

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<ul style="list-style-type: none"> <li>• How do I use editing to ensure correct spelling, grammar, and punctuation in my writing?</li> </ul>		
<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>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I interact with others to write?</li> <li>• What resources can I use to produce my writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to create and publish writing, with support when necessary</li> <li>• Use technology to collaborate with peers, with adult support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology to help to write a story.</li> <li>• I can use technology to share my writing.</li> </ul>
<p>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)</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I collaborate with others to write about a topic?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand their role in the shared projects</li> <li>• Contribute to the project from beginning to end</li> <li>• Use graphic organizers to aid in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate things I am interested in, with others.</li> <li>• I can write about things I learn.</li> <li>• I can find facts.</li> <li>• I can write a book with my classmates.</li> </ul>
<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><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I write about experiences and events that I am asked about?</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions</li> <li>• Take notes on the key details of provided information</li> <li>• Read provided information to answer research questions and take notes</li> <li>• Recall from their own background knowledge to answer research questions</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions in my writing.</li> <li>• I can find answers to my questions in many ways.</li> </ul>
<p><b>New Jersey Learning Standards</b></p> <p><b>SPEAKING AND LISTENING</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>

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<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I listen so I can learn?</li> <li>• How do I speak so others can understand what I am thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow rules when I talk with my classmates.</li> <li>• I can ask questions about the topic.</li> <li>• I can add my own comments to the topic.</li> </ul>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions after listening to someone speak.</li> </ul>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> <li>• How can I ask or answer questions to show that I am listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask good questions after listening to someone speak.</li> <li>• I can answer questions after listening to someone speak.</li> </ul>



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<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is describing events important?</li> <li>• How do I describe events that happened so that others can understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about my ideas and feelings about something I know.</li> <li>• I can add details about something I know.</li> </ul>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can illustrations or other materials around me help me explain what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can use pictures or things to help people understand me.</li> </ul>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is speaking in complete sentences important when I talk with others?</li> <li>• How do I express myself clearly?</li> </ul>	<p>Express thoughts and feelings and ideas in complete sentences</p> <ul style="list-style-type: none"> <li>• Speak audibly to naturally express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• I can speak in sentences.</li> </ul>
<p style="text-align: center;"><b>New Jersey Learning Standards</b></p> <p style="text-align: center;"><b>LANGUAGE</b></p>	<p style="text-align: center;"><b>Skills</b></p>	<p style="text-align: center;"><b>I Can Statements</b></p>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<ul style="list-style-type: none"> <li>• Form all upper and lowercase letters with appropriate sizing and spacing</li> <li>• Identify common and proper nouns and provide examples of each</li> </ul>	<ul style="list-style-type: none"> <li>• I can write all my upper-case letters.</li> <li>• I can write all my lower-case letters.</li> <li>• I can use nouns in my speaking and writing.</li> </ul>

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<p>speaking.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>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).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)</li> </ul>	<ul style="list-style-type: none"> <li>• I can match nouns with action words (He hops; We hop).</li> <li>• I can use a different word for a noun (I, me, my, they, them, their, anyone, everything).</li> <li>• I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking. I can use describing words.</li> <li>• I can use connecting words.</li> <li>• I can use a, an, and the</li> <li>• I can use prepositions like over, under, and around</li> <li>• I can combine sentences</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> </ul>	<ul style="list-style-type: none"> <li>• I can capitalize dates and names.</li> <li>• I can use end punctuation for sentences.</li> <li>• I can use commas in dates and lists.</li> <li>• I can spell sight words and word family words.</li> <li>• I can use invented spelling.</li> </ul>

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<p>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 awareness and spelling conventions.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>		
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes <b>and inflection</b> (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I speak correctly?</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li> <li>• Explain the meaning of common affixes</li> <li>• Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li> <li>• Use knowledge of common affixes and inflection to understand words</li> <li>• Apply root words and their inflectional forms in reading, writing and speaking</li> <li>• Consistently decode words using the meaning of affixes root word, and inflection as a clue</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>Essential Question(s):</b></p> <p>How can I sort words into categories?</p> <ul style="list-style-type: none"> <li>• What is a verb?</li> <li>• How are words similar and different?</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can put words in groups that are the same.</li> <li>• I can tell what words mean and add details.</li> <li>• I can make connections between words.</li> <li>• I can show words that mean moving and how they are moving.</li> </ul>
<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., because)</p> <p><b>Essential Question(s):</b></p> <p>What words do I use to show a relationship between two events?</p>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>• I can put two little sentences together in one sentence.</li> </ul>
<p><b>Resources</b></p>		

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<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>          My View Literacy          Cold Read Reads Weekly Test/ Fluency Check          Decodable Readers          Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p><a href="http://www.mobymax.com">www.mobymax.com</a>  <a href="http://www.kidsa-z.com">www.kidsa-z.com</a>  <a href="http://www.iready.com">www.iready.com</a>  <a href="http://www.turlediary.com">www.turlediary.com</a>  <a href="http://www.k12reader.com">www.k12reader.com</a>  <a href="http://www.abcya.com">www.abcya.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.spellingcity.com">www.spellingcity.com</a>  <a href="http://www.starfall.com">www.starfall.com</a></p>
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**Differentiated Instruction**  
*(content, process, product and learning environment)*

<b>At Risk Students</b>	<b>English Language Learners</b>
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p><b><u>Modifications for Classroom</u></b></p> <p>Native Language Translation            (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses            (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p>

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<p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Utilize partners and partner talk</p>
<p><b>Special Education</b></p>	<p><b>Gifted and Talented</b></p>
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student</p>	<p><b><u>Extension Activities</u></b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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<b>Grade:</b> 1 <sup>st</sup> ( First)		<b>Content:</b> English Language Arts
<b>Unit:</b> 4		<b>Time Frame:</b> 43-45 days
<b>New Jersey Student Learning Standards:</b> <b>READING LITERATURE</b>	<b>Skills</b>	<b>I Can Statements</b>
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can asking and answering questions help you understand a story?</li> </ul>	<ul style="list-style-type: none"> <li>Understand what key details in the text are</li> <li>Determine what key details are in a text</li> <li>Recall key details of texts</li> <li>Ask and answer questions about key details</li> <li>Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>Answer when prompted and use key details from the text</li> <li>Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>I can answer all who, what, when or where questions about the story.</li> <li>I can ask at least one question about the story.</li> </ul>
<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Why is it important to identify the central message of a text?</li> <li>Why is it important to retell key events of a text?</li> <li>What are the important parts of a retell?</li> <li>How does retelling a story help me determine the central message of the text?</li> <li>How does retelling a story help me comprehend</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key details of a story</li> <li>Retell stories in their words capturing the key details</li> <li>Explain the story’s central idea or message</li> </ul>	<ul style="list-style-type: none"> <li>I can tell what the story is about.</li> <li>I can tell the important parts of the story.</li> <li>I can tell what the story is about and tell important parts.</li> </ul>



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<p>a text?</p> <ul style="list-style-type: none"> <li>• How can I make a connection to the text?</li> </ul>		
<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do words or phrases in a text suggest feelings or appeal to my senses?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize feeling words and phrases in texts</li> <li>• Recognize sensory words texts</li> <li>• Describe what feeling or sense the words and phrases are appealing to</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how words make me feel.</li> </ul>
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do illustrations help you understand the story better?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the story</li> <li>• Identify an illustration that helps to describe the character, setting, or events</li> <li>• Explain how illustrations describe important story elements</li> <li>• Identify story details that describe story elements</li> <li>• Describe elements of the story using story details</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about the story using pictures and words</li> </ul>
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do you use the text to compare and contrast stories?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the characters in stories</li> <li>• Describe characters’ experiences in the stories</li> <li>• Identify similarities and differences in characters’ experiences in stories</li> <li>• Identify similarities and differences in what happened to the characters</li> <li>• Determine how characters solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify characters in the story.</li> <li>• I can tell how characters are different.</li> <li>• I can tell how characters are the same.</li> </ul>
<p>RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity</b></p>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to prose and poems.</li> <li>• I can read prose and poems</li> </ul>

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<p>or above.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do poems and prose teach me about a variety of topics and cultures?</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	
<p><b>New Jersey Student Learning Standards</b></p> <p><b>READING INFORMATION</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is using the 5 W's + H questions (who, what, where, when, why, &amp; how) helpful when I am reading?</li> <li>• Why is it important to make predictions before, during, and after reading?</li> <li>• Why is it important to use background knowledge to make connections with the stories?</li> <li>• Why is it important to differentiate between true and false information?</li> <li>• Why is it important to use background knowledge to make inferences with non-fiction text?</li> <li>• How can I compare and contrast information in non-fiction text?</li> <li>• How can I differentiate between fact and opinion?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what key details in the text are</li> <li>• Determine what key details are in a text</li> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions about key details in a text.</li> <li>• I can ask questions about key details in a text</li> </ul>

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<p>RI.1.2. Identify the main topic and retell key details of a text</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do I need to find the main topic of informational text?</li> <li>• How am I able to retell key details of a text?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key details of a story</li> <li>• Retell stories in their words capturing the key details</li> <li>• Explain the story’s central idea or message</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell what the text is about.</li> <li>• I can tell what I learned from the text.</li> </ul>
<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is _____ connected to _____?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key people, events, ideas, or information in a text</li> <li>• Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how two people are alike/connected.</li> <li>• I can tell how two events are alike/connected.</li> <li>• I can tell how two ideas are alike/connected.</li> <li>• I can tell how two facts are alike/connected.</li> </ul>
<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the picture/diagram/caption help me understand the text?</li> <li>• How do I use the text to define words I don’t know?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words in text where the meaning is unclear or unknown</li> <li>• Ask and answer questions to help understand what words and phrases mean in the text</li> <li>• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>• Use strategies when faced with an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about words I don’t know.</li> <li>• I can answer questions about words I don’t know.</li> </ul>
<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p> <p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>	<ul style="list-style-type: none"> <li>• I can use parts of a book to find information.</li> </ul>

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<ul style="list-style-type: none"> <li>• How does the picture/diagram/caption help you understand the text?</li> <li>• What are the key ideas in the text?</li> </ul>		
<p>RI.1.8. Identify the reasons an author gives to support points in a text <b>and explain the application of this information with prompting as needed.</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the author support the important ideas of the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key points an author is making in a text</li> <li>• Recognize the author’s reasoning by finding support within the text</li> <li>• Explain how this information is useful, with scaffolding, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell what the author wants me to know.</li> <li>• I can tell how the words the author used helped me understand.</li> </ul>
<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is _____connected to _____?</li> <li>• How a two texts similar?</li> <li>• How are two text on the same topic different</li> </ul>	<ul style="list-style-type: none"> <li>• Describe texts that are read, using various points (e.g., pictures, descriptions, etc)</li> <li>• Identify the similarities and differences of two texts on the same topic</li> <li>• Use various points of comparison (e.g., pictures, descriptions, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare texts and say why they are the same.</li> <li>• I can compare texts and say why they are different</li> </ul>
<p>RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does reading grade level true text get me ready to read more difficult text</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to or read true stories or texts.</li> </ul>
<p><b>New Jersey Student Learning Standards</b></p> <p><b>READING FOUNDATIONS</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>RF.1.1. Demonstrate <b>mastery</b> of the organization and</p>	<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the beginning of a sentence.</li> </ul>

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<p>basic features of print <b>including those listed under Kindergarten foundation skills.</b></p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are sentences formed?</li> <li>• How do features of print help me understand what I read?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the end of a sentence</li> </ul>
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b></p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I decode words to read?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the long and short vowel sounds in words</li> <li>• Explain the difference between the long and short vowel sounds</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Take apart a word by sounds</li> </ul>	<ul style="list-style-type: none"> <li>• I can hear and say long and short vowels.</li> <li>• I can blend sounds to make words.</li> <li>• I can hear and say the beginning sound of a word.</li> <li>• I can hear and say the middle sound of a word.</li> <li>• I can hear and say the ending sound of a word.</li> </ul>

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<ul style="list-style-type: none"> <li>• I do I blend sounds together to read words accurately?</li> <li>• How does being able to blend sounds improve my independent reading</li> <li>• How does dividing words into individual sounds improve my reading</li> <li>• • How does separating words into individual sounds help me to be a better reader?</li> </ul>		
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. <b>Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</b></p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables <b>using knowledge that every syllable must have a vowel sound.</b></p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How does knowing spelling patterns improve my independent reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify digraphs in orally produced words</li> <li>• Produce the letters that make the sounds in words with digraphs</li> <li>• Use specific strategies to decode words with digraphs</li> <li>• Produce the letter sounds to make a one-syllable word</li> <li>• Identify irregularly spelled words when reading</li> <li>• Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>• Identify long and short vowels when reading one-syllable words</li> <li>• Accurately read both long and short vowels in common one-syllable words</li> <li>• Use specific strategies to decode words using syllables</li> <li>• Recognize the vowel sound in every syllable</li> </ul>	<ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> <li>• I can say words that end with silent e.</li> <li>• I can use vowels to sound out syllables.</li> <li>• I can break words into parts.</li> <li>• I can read words with endings.</li> <li>• I can read first grade sight words.</li> </ul>

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<ul style="list-style-type: none"> <li>• How does sounding out one-syllable words help me to become a better reader?</li> <li>• How does understanding long vowel rules help me read?</li> <li>• How does understanding syllables help improve my reading?</li> <li>• How does understanding syllables help improve my reading?</li> <li>• How does the word change when (inflectional) endings are added to words?</li> </ul>		
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What does it mean to read fluently? ‘</li> <li>• Why is it important for me to become a fluent reader?</li> <li>• How can making self-corrections help me understand a text?</li> <li>• Why is it important to understand what I am reading?</li> <li>• How can I use the text context to recognize unfamiliar words?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>

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<ul style="list-style-type: none"> <li>• Why is it important to use phrasing and appropriate pausing during reading?</li> <li>• How do I use volume and expression to match mood, characters and type of text?</li> <li>• Why do I need to change my speed according to the text I am reading?</li> <li>• How do I read accurately?</li> </ul>		
<p style="text-align: center;"><b>Writing</b> <b>Nj Learning Standards</b></p>	<p style="text-align: center;"><b>Skills</b></p>	<p style="text-align: center;"><b>I Can Statements</b></p>
<p>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.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I state a clear opinion about a topic?</li> <li>• Why is it important to identify my audience for my persuasive writing?</li> <li>• Why should I provide important reasons and examples to support that position?</li> <li>• How do I organize my opinion writing so it persuades my readers?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the topic</li> <li>• Express an opinion on the topic</li> <li>• Include a reason to support the opinion</li> <li>• Include a closing statement or section</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about what I think and tell why I think that.</li> </ul>
<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><b>Essential Questions(s):</b></p> <ul style="list-style-type: none"> <li>• How do I come up with ideas for my story?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell events in a sequence</li> <li>• Describe events using details</li> <li>• Use sequence words to show order of events (e.g., now, when, then)</li> <li>• End with a closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about the order of things that happened in a book I read or heard.</li> <li>• I can use words that show order.</li> </ul>



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<ul style="list-style-type: none"> <li>• What are the story elements that I need to create my own narrative writing piece?</li> <li>• How do I organize my narrative writing so it's easy for the reader to follow?</li> <li>• How do I write an engaging introduction?</li> <li>• How can I add details and strong words choices to make my story "come to life"?</li> <li>• How can I bring my stories to an appropriate closure?</li> </ul>		
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b>, and add details to strengthen writing <b>and ideas</b> as needed.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I use revising to ensure my writing makes sense and is engaging to the reader?</li> <li>• How do I use editing to ensure correct spelling, grammar, and punctuation in my writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• I can use suggestions to add details to make my writing better</li> </ul>
<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>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I interact with others to write?</li> <li>• What resources can I use to produce my writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to create and publish writing, with support when necessary</li> <li>• Use technology to collaborate with peers, with adult support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology to help to write a story.</li> <li>• I can use technology to share my writing.</li> </ul>
<p>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)</p>	<ul style="list-style-type: none"> <li>• Understand their role in the shared projects</li> <li>• Contribute to the project from beginning to end</li> <li>• Use graphic organizers to aid in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate things I am interested in, with others.</li> <li>• I can write about things I learn.</li> </ul>

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<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can I collaborate with others to write about a topic?</li> </ul>		<ul style="list-style-type: none"> <li>I can find facts.</li> <li>I can write a book with my classmates.</li> </ul>
<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><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can I write about experiences and events that I am asked about?</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions</li> <li>Take notes on the key details of provided information</li> <li>Read provided information to answer research questions and take notes</li> <li>Recall from their own background knowledge to answer research questions</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions in my writing.</li> <li>I can find answers to my questions in many ways.</li> </ul>
<p><b>New Jersey Student Learning Standards</b></p> <p><b>SPEAKING AND LISTENING</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How do I listen so I can learn?</li> </ul>	<ul style="list-style-type: none"> <li>Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> </ul>	<ul style="list-style-type: none"> <li>I can follow rules when I talk with my classmates.</li> <li>I can ask questions about the topic.</li> <li>I can add my own comments to the topic.</li> </ul>

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<ul style="list-style-type: none"> <li>• How do I speak so others can understand what I am thinking?</li> <li>•</li> </ul>		
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions after listening to someone speak.</li> </ul>
<p>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</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I ask and answer questions to show what I understand?</li> <li>• How can I ask or answer questions to show that I am listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask good questions after listening to someone speak.</li> <li>• I can answer questions after listening to someone speak.</li> </ul>
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is describing events important?</li> <li>• How do I describe events that happened so that others can understand?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell about my ideas and feelings about something I know.</li> <li>• I can add details about something I know.</li> </ul>

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<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How can illustrations or other materials around me help me explain what I understand?</li> </ul>	<ul style="list-style-type: none"> <li>Add visuals in order to present detailed information to others</li> <li>Construct drawings or gather other visual media when describing</li> <li>Present information to others using appropriate visual displays to clearly express ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can use pictures or things to help people understand me.</li> </ul>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.</p> <ul style="list-style-type: none"> <li>Why is speaking in complete sentences important when I talk with others?</li> <li>How do I express myself clearly?</li> </ul> <p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>Express thoughts and feelings and ideas in complete sentences</li> <li>Speak audibly to naturally express ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can speak in sentences.</li> </ul>
<p><b>New Jersey Student Learning Standards</b></p> <p><b>LANGUAGE</b></p>	<p><b>Skills</b></p>	<p><b>I Can Statements</b></p>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home;</p>	<ul style="list-style-type: none"> <li>Form all upper and lowercase letters with appropriate sizing and spacing</li> <li>Identify common and proper nouns and provide examples of each</li> <li>Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)</li> </ul>	<ul style="list-style-type: none"> <li>I can write all my upper-case letters.</li> <li>I can write all my lower-case letters.</li> <li>I can use nouns in my speaking and writing.</li> <li>I can match nouns with action words (He hops; We hop).</li> <li>I can use a different word for a noun (I, me, my, they, them, their, anyone, everything).</li> <li>I can use action words for things that happened yesterday, today, ad tomorrow in my writing or speaking. I can use describing words.</li> <li>I can use connecting words.</li> <li>I can use a, an, and the</li> </ul>

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<p>Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>		<ul style="list-style-type: none"> <li>• I can use prepositions like over, under, and around</li> <li>• I can combine sentences</li> </ul>
<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><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I speak in complete sentences using proper conventions and grammar?</li> <li>• How do I write in complete sentences using proper conventions and grammar?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> </ul>	<ul style="list-style-type: none"> <li>• I can capitalize dates and names.</li> <li>• I can use end punctuation for sentences.</li> <li>• I can use commas in dates and lists.</li> <li>• I can spell sight words and word family words.</li> <li>• I can use invented spelling.</li> </ul>

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<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes <b>and inflection</b> (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I speak correctly?</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li> <li>• Explain the meaning of common affixes</li> <li>• Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li> <li>• Use knowledge of common affixes and inflection to understand words</li> <li>• Apply root words and their inflectional forms in reading, writing and speaking</li> <li>• Consistently decode words using the meaning of affixes root word, and inflection as a clue</li> </ul>	<ul style="list-style-type: none"> <li>• I can find root words and endings.</li> <li>• I can use word clues to figure out what a word means.</li> <li>• I can use the end of words to figure out what a word means</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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..</p> <p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can put words in groups that are the same.</li> <li>• I can tell what words mean and add details.</li> <li>• I can make connections between words.</li> <li>• I can show words that mean moving and how they are moving.</li> </ul>

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<ul style="list-style-type: none"> <li>• How can I sort words into categories?</li> <li>• What is a verb?</li> <li>• How are words similar and different?</li> </ul>		
<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., because)</p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What words do I use to show a relationship between two events?</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>• I can put two little sentences together in one sentence.</li> </ul>
<b>Resources</b>		
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a>          My View Literacy          Cold Read Reads Weekly Test/ Fluency Check          Decodable Readers          Leveled Readers</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p><a href="http://www.mobymax.com">www.mobymax.com</a>  <a href="http://www.kidsa-z.com">www.kidsa-z.com</a>  <a href="http://www.iready.com">www.iready.com</a>  <a href="http://www.turtlediary.com">www.turtlediary.com</a>  <a href="http://www.k12reader.com">www.k12reader.com</a>  <a href="http://www.abcya.com">www.abcya.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.spellingcity.com">www.spellingcity.com</a>  <a href="http://www.starfall.com">www.starfall.com</a></p>	
<b>Differentiated Instruction</b> <i>(content, process, product and learning environment)</i>		
<b>At Risk Students</b>	<b>English Language Learners</b>	
<u><b>Modifications for Classroom</b></u>	<u><b>Modifications for Classroom</b></u>	

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<p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p><b>Special Education</b></p>	<p><b>Gifted and Talented</b></p>



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<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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Assist student with long and short term planning of assignments	
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