



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ELEMENTARY BASIC SKILLS: ENGLISH LANGUAGE ARTS (ELA)

Grade 1

ABSTRACT

The focus of English Language Arts (ELA) at a first grade level is to establish a foundation upon which English Language Art concepts can develop. Students will engage in kinesthetic and visual activities to expand their skills. First graders will focus on grade level basic skills with the initiative to create a solid basis that is required for advancement. Lessons are aligned to New Jersey Student Learning Standards (NJSLS) and technology is an integral part of the learning process.

READING
STAGE 1: DESIRED RESULTS

ESTABLISHED GOALS: <i>NJSLS</i>	Reading Literature RL.1.1-10 Reading Informational Text RI.1.1-10 Reading Foundational Skills RF.1.3-4 Computer Science and Design Thinking 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.D.1 8.1.2.E.1 8.2.2.A.2 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.DC.1 9.4.2.DC.3 9.4.2.DC.5 9.4.2.DC.6 9.4.2.DC.7 9.4.2.GCA.1
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ENDURING UNDERSTANDINGS: *(Students will understand how to . . .)*

- ask and answer questions about key details.
- retell stories.
- describe characters, setting, and major events in a story.
- identify words that suggest feeling.
- know the difference between books that tell stories and ones that give information.
- identify point of view.
- use illustrations to tell a story.
- compare and contrast.
- read prose and poetry.
- print letters.
- use possessive nouns.
- use singular/plural nouns with matching verbs.
- use personal, possessive, and indefinite pronouns.
- use verbs to convey past/present/future.
- use adjectives, conjunctions, and prepositions.
- expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- use correct capitalization, end punctuation and commas.
- apply conventional spelling and phonetic spelling.
- define words by category.
- use affixes as clues.
- make real-life connections.
- identify shades of meaning among verbs, recognize adjectives differ in intensity, and use words and phrases through conversations.
- demonstrate understanding of the organization and basic features of print.
- demonstrate understanding of spoken words, syllables, and sounds.
- know and apply grade-level phonics and word analysis skills in decoding words.
- read with sufficient accuracy and fluency to support comprehension.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

1. Do you know how details help you understand a selection?
2. Do you know how to learn from the pictures in a selection?
3. Do you know the roles of an author and illustrator?
4. Can you recognize when to end a sentence with punctuation?
5. Do you know how to use real life experiences to better understand a selection?

6. Are you able to sound out letters phonetically to spell an unknown word?
7. Can you use pronouns correctly in a complete sentence?
8. Do you use clues to understand the meaning of words?
9. Can you identify letters and write them correctly?
10. Do you have an understanding of spoken words after being read to?
11. Can you recognize words by analyzing phonetic sounds?
12. Do you know how to use clues to decode word meanings?
13. Can you read fluently in order to comprehend the information?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Small group discussions
- Student participation
- Warm up activities and routines
- Communicating effectively
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

- Projects
- Small group discussions
- Benchmark assessments
- Practice worksheets
- Error Analysis
- Presentations
- Activities
- Peer and self evaluations

- Open ended responses (formal/informal)
- Teacher observation

RESOURCES:

- Teachers College Reading Workshop & Writing Workshop Units of Study <https://readingandwritingproject.org/>
- Leveled Literacy Intervention Program by Fountas and Pinnell
- Reading A to Z leveled readers: <https://www.readinga-z.com/>
- The Continuum of Literacy Learning
- Achieve the Core: <https://achievethecore.org/>
- Online Digital Resources - <http://resources.fountasandpinnell.com/products/GeneralResources>
- Digital Personal Training
- Support Videos
- Assessment Resources
- Tiered Worksheets
- *Big Plans* by Bob Shea & Lane Smith
- *Greta Thunberg: Teen Climate Activist* by Rachel Rose (available on Epic)
- *A Chair for My Mother* by Vera Williams
- *The Internet is Like a Puddle* by Shona Innes
- *Chicken Clicken* by Jeanne Willis and Tony Ross
- *Goldilocks (A Hashtag Cautionary Tale)* by Jeanne Willis and Tony Ross
- *The Technology Tail: A Digital Footprint Story* by Julia Cook
- *Cora Cooks Pancit* by Dorina Lazo Gimore-Young

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

*WHERE TO

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.
T = **TAILORED** to the different needs, interests, and abilities of learners.
O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

Students will be able to:

- read and discuss text.
- retell stories by sequencing events.
- use graphic organizers to record details in a story.
- compare and contrast types of text.
- identify and draw illustrations that explain a main idea.
- read prose and poetry.
- brainstorm words that suggest “point of view.”
- practice writing (letters and words).
- matching (identify examples of parts of speech).
- peer edit (identify correct usage of punctuation, commas, and capitalization).
- small group discussions about real life experiences and how it relates to the story.
- participate in various grammar activities.
- write legibly (informally and formally) to express ideas.
- read print to comprehend concepts and main ideas.
- actively listen and engage in group discussions.
- decode unknown words by using clues.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)*

Differentiation:

Special Education/504:

- Specific Student’s IEP/504 plan modifications and accommodations
- Use of leveled text reading technology (e.g, RazKids)
- Modified or reduced length of assignments
- Prioritize tasks

- Pre Teach vocabulary
- Small group instruction
- One-on-one instruction
- Frequent teacher conferences
- Remediation
- Read books geared to student's reading level
- Graphic organizers
- Concrete examples and modeling
- Space for movements and breaks
- Assistive technology
- Manipulatives
- Continuous feedback
- Multisensory instruction

At Risk Students:

- Targeted, individualized instruction opportunities with foundational reading skills (e.g., sight words)
- Leveled groups
- Phonics practice
- Practice with Rhyme
- Vocabulary building activities
- Sight word flashcards
- Leveled partners
- Visual presentations
- Prompting and dictation
- Audio books
- Small group environment
- Separate environment
- Extended time or timed activities
- Mark text with highlighter
- Fewer questions
- Fix and correct answers
- Take home books
- Student restates answer and/or self corrects
- Concrete examples and modeling
- Space for movements and breaks

- Assistive technology
- Manipulatives
- Continuous feedback

English Language Learners

- Language Dives (reading and writing activity)
- Strategy Groups
- Teacher Conferences
- Graphic Organizers
- Modification Plan
- NJDOE Resources
- Picture Walks
- Visual aids
- Manipulatives
- Read books geared to student's independent reading level
- Teach how to chunk unfamiliar or “tricky” words
- Peer tutoring/pair students up with English proficient speakers to read
- Instruction will be based on language proficiency

Cross-Curricular:

- Visual and Performing Arts (1.2.2.Cr1b; 1.1.2.Cr1a)
 - Use different mediums such as clay and paint to enhance the learning experience in response to stories
 - Use movement to recall letter sounds. (Phonics Dance!)
- Comprehensive Health and Physical Education (2.5.2.A.1)
 - Use brain breaks that involve physical activity such as This or That Fitness
 - Use movement to recall letter sounds. (Phonics Dance!)
- Science (K-ESS3-3; K-2-ETS1-1)
 - Follow directions to complete simple experiments
 - Read and share informational text on science topics, including climate change

- Social Studies (6.1.4.A.11; 6.1.4.A.14)
 - Build a 3D models of community helpers
 - Read and share informational text on social studies topics
 - Read stories about various cultures
 - Read stories about or written by authors from other cultures.
- Career Readiness, Life Literacies, and Key Skill (9.1.2.FP.2; 9.1.2. FI.1)
 - Create a storyboard of needs and wants
 - Review books that discuss money

WRITING
STAGE 1: DESIRED RESULTS

ESTABLISHED GOALS: NJSLS	Writing W.1.1-8 Speaking and Listening SL.1.1-6 Language L.1.1-6 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.D.1 8.1.2.E.1 8.2.2.A.2
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ENDURING UNDERSTANDINGS: *(Students will understand how to . . .)*

- write about reading.
- focus on a topic, respond to questions and suggestions, and add detail.
- recall information from experiences to answer questions.
- participate in collaborative conversations with diverse partners about grade level topics.
- ask and answer questions about key details in a text read aloud or information presented orally or through media.
- ask and answer questions about what a speaker says.
- describe people, places, things and events with relevant detail, add drawings to descriptions, and produce complete sentences.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple meaning words on a first grade level.
- demonstrate understanding of word relationships and nuances.
- use words acquired through conversations, reading and being read to.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

1. Can you explain an idea clearly?
2. Can you create a story?
3. Are you able to add detail to a story?
4. Do you know how to converse appropriately in large and small groups?

5. Do you know how to listen for detail and main ideas?
6. Can you retell a story after listening to it read aloud?
7. Can you illustrate ideas based on your comprehension of a selection?
8. Can you demonstrate proper use of grammar?
9. How can you learn to spell correctly when writing?
10. Do you know what punctuation to use?
11. Do you know when to use a comma?
12. How can you find similarities in the meanings of words?
13. Can you demonstrate new knowledge of words during conversations?

STAGE 2: ASSESSMENT EVIDENCE

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SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

Students will be able to:

- recall a story, engage in group discussions and write details about the story.
- answer comprehension questions.
- participate in read aloud story time followed by comprehension questions.
- match (identify relationships between words).
- identify correct usage of punctuation, commas, and capitalization.

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- Prioritize tasks
- Pre Teach vocabulary
- Small group instruction
- One-on-one instruction
- Frequent teacher conferences
- Remediation
- Read books geared to student's reading level
- Graphic organizers
- Concrete examples and modeling
- Space for movements and breaks

- Assistive technology
- Manipulatives
- Continuous feedback

At Risk Students:

- Leveled groups
- Individualized practice with feedback in select areas (e.g., letter formation)
- Phonics practice
- Practice with Rhyme
- Vocabulary building activities
- Sight word flashcards
- Leveled partners
- Visual presentations
- Prompting and dictation
- Audio books
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 - Read and share informational text on social studies topics
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