

Curriculum Management System

SADDLE BROOK SCHOOL DISTRICT



Course Name: English Language Arts

Grade: 1

Date: October 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2220.

Board approved:
November 11, 2015
Revised:
January 13, 2016

SADDLE BROOK SCHOOL DISTRICT

Administration

Mr. Anthony Riscica, Interim Superintendent
Mr. Raymond Karaty, Business Administrator

Board of Education

Mrs. Sylvia Zottarelli, Board President
Mr. Carmine Bufi, Board Vice President
Mr. Michael Accomando
Mr. David Giersek
Mr. Joseph Nigito
Ms. Sarah Sanchez
Mrs. Kim Scanapieco
Mr. Parampreet Singh
Mr. Stephen Quinn

Curriculum Supervisor

Christine Steiner
Supervisor of Language Arts and Social Studies

Curriculum Writer

Jill Maurer

Course Rationale

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

Scope and Sequence

Grade 1

Quarter I

Reading

Becoming a Community of Readers - Ongoing

- Procedural Lessons
- Demonstrate proper book handling skills and library use
- Read independently using reading experiences
- Identify and demonstrate effective reading behaviors/habits
- Printed material can be organized by different characteristics
- Identify and model effective listening skills
- Establish guidelines for discussions and when others are speaking
- Express ideas and feelings using appropriate volume and tone
- Produce complete sentences
- Respect other's opinions
- Participate in independent and community reading experiences
- Establish reading goals
- Establish guidelines for small group and independent work stations

Becoming Good Readers - Ongoing

- Understand the basic fundamentals of print
- Match oral words to written words
- Recognize and read high-frequency words with automaticity
- Reread to confirm and self-correct
- Use letter sound information, pictures, meaning, and language to comprehend text
- Monitor and self-correct for understanding
- Read text orally for accuracy, rate, and expression

Reading Literature - Ongoing

- Identify and compare features of fictional text
- Ask and answer questions about important details
- Use schema to make connections
- Describe story elements using details
- Use illustrations and details to describe story elements
- Text to self connections

Phonological Awareness - Ongoing

- Identify and create rhyming words
- Identify the word that does not rhyme
- Identify initial, medial, and final sounds

Writing

Becoming a Community of Writers - Ongoing

- Procedural Lessons
- Identify and demonstrate effective writing behaviors and habits
- Participate in group writing
- Share writing ideas through talking, sharing, and drawing
- Understand relationship between spoken word and print
- Directionality of print and spacing between words
- Use simple sentences
- Use pictures, developmental and conventional text to create written drafts
- Use basic punctuation and capitalization
- One-to-one correspondence when reviewing your writing
- Use pictures to aid in telling a story
- Use letter/sound knowledge to stretch and write words
- Share readings throughout writing process to help strengthen writing
- Communicate personal response to literature through drawing and telling

Narrative Writing: Personal Narrative/Small Moments - 10 Weeks

- Focus on event with guidance and support
- Use strategies/organizers to plan
- Write two or more sequenced events
- Use temporal words
- Add details, including illustrations, to strengthen writing
- Plan a beginning, middle, and end
- Provide closure
- Respond to peer and adult editing ideas
- Capitalize names of people
- Use end punctuation
- Use conventional spelling
- Spell untaught words phonetically
- Share/read their personal narrative to an audience throughout writing experience to strengthen writing

Reading Informational Text - Ongoing

- Identify and compare features of informational text
- Use effective listening behaviors
- Model appropriate discussion techniques
- Use appropriate tone and volume to express ideas
- Respect other's perspectives
- Identify the main topic of text

Vocabulary Acquisition, and Use - Ongoing

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

Phonics - Ongoing <ul style="list-style-type: none"> ● Encode and decode graphic symbols for phonemes ● Understand organization and basic print 	Handwriting - Ongoing <ul style="list-style-type: none"> ● Manuscript ● Form upper and lowercase letters using proper stroke and sequence ● Form uppercase and lowercase letters with appropriate size and space ● Demonstrate control of penmanship, including pencil grip, paper position, and strokes
Grammar and Usage - Ongoing <ul style="list-style-type: none"> ● Three types of nouns 	

Quarter II	
Reading <i>Becoming a Community of Readers - Ongoing</i> <ul style="list-style-type: none"> ● Demonstrate proper book handling skills and library use ● Read independently using reading experiences ● Identify and demonstrate effective reading behaviors/habits ● Printed material can be organized by different characteristics ● Identify and model effective listening skills ● Establish guidelines for discussions and when others are speaking ● Express ideas and feelings using appropriate volume and tone ● Produce complete sentences ● Respect other's opinions ● Participate in independent and community reading experiences ● Establish reading goals ● Establish guidelines for small group and independent work stations <i>Becoming Good Readers - Ongoing</i> <ul style="list-style-type: none"> ● Understand the basic fundamentals of print ● Match oral words to written words ● Recognize and read high-frequency words with automaticity ● Reread to confirm and self-correct ● Use letter sound information, pictures, meaning, and language to comprehend text ● Monitor and self-correct for understanding ● Read text orally for accuracy, rate, and expression ● Use punctuation for pacing and intonation ● Cross-check strategies for word recognition 	Writing <i>Becoming a Community of Writers - Ongoing</i> <ul style="list-style-type: none"> ● Effective writing behaviors and habits ● Participate in group writing ● Share writing ideas through talking, sharing, and drawing ● Directionality of print and spacing between words ● Use simple sentences ● Use pictures, developmental and conventional text to create written drafts ● Begin to use simple checklists for editing ● Use basic punctuation and capitalization ● Use pictures to aid in telling a story ● Use letter/sound knowledge to stretch and write words ● Share readings throughout writing process to help strengthen writing ● Communicate personal response to literature through drawing and telling <i>Narrative Writing: Poetry - 5 Weeks</i> <ul style="list-style-type: none"> ● Experience a variety of poetry ● Craft with attention to shape, whitespace/line breaks, and punctuation ● Determine topics ● Use strategies/organizers to plan ● Describe with detail, expresses ideas and feelings ● Revise thinking ● Draft and revise ● Play with structure and language ● Spell words phonetically ● Share/read their poetry writing with an audience ● Add illustrations or photos ● Discuss and ask questions ● Use colorful nouns, verbs, and adjectives in poetry ● Write poems with rhythm and rhyme <i>Informational Writing: How to - 6 weeks</i> <ul style="list-style-type: none"> ● Participate in shared and writing project ● Use strategies/organizers to plan writing ● Gather information ● Compose a piece that names and topic and gives a logical sequence

	<ul style="list-style-type: none"> Respond to peer and adult editing ideas Use end punctuation Use conventional spelling Spell words phonetically Share/read to an audience Use a variety of digital tools to produce and publish
Reading Literature: Poetry - 3 Weeks <ul style="list-style-type: none"> Ask and answer questions about important details and to clarify meaning Use schema to make connections Identify who is telling the story Use illustrations and details to describe story elements Text to text connections 	Reading Informational Text - Ongoing <ul style="list-style-type: none"> Read a variety of informational text Ask questions to clarify meaning Participate in reading experiences Use facts in text to answer questions Make connections within text Ask and answer questions to determine meaning within text Distinguish between information of pictures vs. words Text to self and text to text connections
Phonological Awareness - Ongoing <ul style="list-style-type: none"> Blend syllables Blend onset/rhymes Blend individual phonemes to create words Segment words into syllables Demonstrate understanding of print Identify syllables in a word 	Vocabulary Acquisition and Use - Ongoing <ul style="list-style-type: none"> Sort words into categories Define words by category or by key attributes
Phonics - Ongoing <ul style="list-style-type: none"> Encode and decode graphic symbols for phonemes Understand organization and basic print Read grade level high-frequency words with automaticity Encode and decode words with consonant digraphs Count syllables in multisyllabic words 5. Every syllable must have a vowel 	Handwriting -Ongoing <ul style="list-style-type: none"> Manuscript Form upper and lowercase letters using proper stroke and sequence Form uppercase and lowercase letters with appropriate size and space Demonstrate control of penmanship, including pencil grip, paper position, and strokes
Grammar and Usage - Ongoing <ul style="list-style-type: none"> Verb tenses Adjectives 	

Quarter III	
Reading Becoming a Community of Readers - Ongoing Revisit as needed Becoming Good Readers - Ongoing <ul style="list-style-type: none"> Understand the basic fundamentals of print Match oral words to written words Recognize and read high-frequency words with automaticity Reread to confirm and self-correct Use letter sound information, pictures, meaning, and language to comprehend text Monitor and self-correct for understanding Read text orally for accuracy, rate, and expression Use punctuation for pacing and intonation Cross-check strategies for word recognition 	Writing Becoming a Community of Writers - Ongoing Revisit as needed Opinion Writing: Favorites - 10 weeks <ul style="list-style-type: none"> Recall information from experiences or gather information from resources Use strategies/organizers to plan an opinion piece of writing Gather information from resources to form opinion Compose an opinion piece that names a topic/book, states an opinion, and supplies reasons Provide sense of closure 6. Respond to peer and adult editing ideas Capitalize names of people and months of year 8. Use commas in dates and in a series Use end punctuation Use conventional spelling Spell untaught words phonetically Share/read their opinion piece to an audience throughout writing experience to strengthen writing

Reading Literature <i>Fairy Tales - 8 Weeks</i> <ul style="list-style-type: none"> ● Ask and answer questions about important details in texts and to clarify meaning ● Identify beginning, middle and end of a story ● Retell stories including key details ● Identify the central message or lesson of a story ● Identify story elements in text ● Describe story elements in a text using key details ● Use connections to enhance comprehension. ● Use schema to make appropriate connections ● Use words, phrases, and senses to understand the feeling of a story or poem ● Identify who is telling the story at various points ● Compare and contrast characters' experiences in stories 	Reading Informational Text - 2 weeks <ul style="list-style-type: none"> ● Read a variety of informational text ● Use facts in text to answer questions ● Make connections within text ● Ask and answer questions to determine meaning within text ● Distinguish between information of pictures vs. words ● Text to text connections ● Know and use text features to find information ● Identify main topic and important details ● Identify similarities and differences between texts
Phonological Awareness - Ongoing <ul style="list-style-type: none"> ● Blend individual phonemes to create words ● Demonstrate understanding of print ● Segment words into individual phonemes ● Add or substitute initial, medial, final sounds to create words ● Distinguish between long and short vowels sounds 	Vocabulary Acquisition and Use - Ongoing <ul style="list-style-type: none"> ● Use frequently occurring affixes as a clue to the meaning of a word ● Identify frequently occurring root words ● Identify words using real-life connections
Phonics - Ongoing <ul style="list-style-type: none"> ● Understand organization and basic print ● Read grade level high-frequency words with automaticity ● Understanding of words with final -e and common vowel teams ● Show recognition of two-syllable words by dividing into syllables 	Handwriting - Ongoing <ul style="list-style-type: none"> ● Manuscript ● Form upper and lowercase letters using proper stroke and sequence ● Form uppercase and lowercase letters with appropriate size and space ● Demonstrate control of penmanship, including pencil grip, paper position, and strokes
Grammar and Usage - Ongoing <ul style="list-style-type: none"> ● Personal, possessive, and indefinite pronouns ● Use conjunctions ● Articles and demonstratives ● Create basic subject-verb agreement 	

Quarter IV	
Reading <i>Becoming a Community of Readers - Ongoing</i> Revisit as needed <i>Becoming Good Readers - Ongoing</i> <ul style="list-style-type: none"> ● Reread to confirm and self-correct ● Recognize and read high-frequency words with automaticity ● Use letter sound information, pictures, meaning, and language to comprehend text ● Monitor and self-correct for understanding ● Read text orally for accuracy, rate, and expression ● Use punctuation for pacing and intonation ● Cross-check strategies for word recognition 	Writing <i>Becoming a Community of Writers - Ongoing</i> Revisit as needed <i>Informational Writing: Teaching Books - 5 Weeks</i> <ul style="list-style-type: none"> ● Participate in shared research and writing project ● Research information by exploring several resources ● Use strategies/organizers to plan research-based writing ● Gather information from resources ● Compose a research-based piece that names and topic and gives facts ● Provide sense of closure ● Respond to peer and adult editing ideas ● Capitalize names of people and months of year ● Use commas in dates and in a series

	<ul style="list-style-type: none"> ● Use end punctuation ● Use conventional spelling ● Spell untaught words phonetically ● Share/read their research reports to an audience throughout writing experience to strengthen writing ● Use a variety of digital tools to produce and publish <p><i>Narrative Writing: Fictional Narrative - 6 Weeks</i></p> <ul style="list-style-type: none"> ● Focus on a topic with guidance and support ● Use strategies/organizers to plan a piece of writing ● Identify characters and include details to describe them ● Determine the setting of the piece ● Develop the problem to be solved or the goal ● Compose a fictional narrative that includes story structure with details using illustrations and written language ● Use temporal words (first, next, then) ● Plan a beginning, middle and end ● Provide a sense of closure ● Respond to questions and suggestions from peers/adults ● Capitalize names of people ● Use end punctuation ● Use conventional spelling ● Spell untaught words phonetically ● Share/read their fictional narrative pieces with an audience throughout the writing process ● Discuss and ask questions about writing
<p>Reading Literature <i>Fictional Narrative - 6 weeks</i></p> <ul style="list-style-type: none"> ● Ask and answer questions about important details ● Describe story elements using details ● Retell stories using key details ● Use schema to make connections ● Compare and contrast characters' experiences ● Identify who is telling the story ● Use illustrations and details to describe story elements ● Text to world connections 	<p>Reading Informational Text - 5 Weeks</p> <ul style="list-style-type: none"> ● Read a variety of informational text ● Ask questions to clarify meaning ● Identify main topic and important details ● Use text features to locate information ● Use facts in text to answer questions ● Make connections within text ● Ask and answer questions to determine meaning within text ● Distinguish between information of pictures vs. words ● Text to world connections
<p>Phonological Awareness - Ongoing</p> <ul style="list-style-type: none"> ● Identify and create rhyming words ● Identify words with initial, medial, and final sounds ● Blend individual phonemes to create words ● Segment words into syllables ● Demonstrate understanding of print ● Segment words into individual phonemes ● Identify syllables in a word ● Add or substitute initial, medial, final sounds to create words ● Distinguish between long and short vowels sounds 	<p>Vocabulary Acquisition and Use - Ongoing</p> <ul style="list-style-type: none"> ● Distinguish shades of meaning among verbs ● Distinguish shades of adjectives differing intensity ● Use frequently occurring conjunctions to signal simple relationships ● Use various parts of speech accurately while speaking ● Use the correct tense while speaking
<p>Phonics - Ongoing</p> <ul style="list-style-type: none"> ● Understand organization and basic print ● Read grade level high-frequency words with automaticity ● Sort and read words with inflected endings ● Identify and read words showing possession 	<p>Handwriting - Ongoing</p> <ul style="list-style-type: none"> ● Manuscript ● Form upper and lowercase letters using proper stroke and sequence ● Form uppercase and lowercase letters with appropriate size and space ● Demonstrate control of penmanship, including pencil grip, paper position, and strokes
<p>Grammar and Usage - Ongoing</p> <ul style="list-style-type: none"> ● Prepositions 	

Unit Plans

Grade 1

Becoming a Community of Readers

Timeline: Ongoing

Enduring Understandings:

- Effective reading communities work best with clearly communicated procedures and routines.
- To form a love of reading students must be engaged in a variety of texts.
- Through modeled, shared and independent reading experiences students develop their skills as readers and effectively communicate their thoughts and opinions.
- Text serves many purposes, including entertaining, informing and persuading.

Essential Questions:

- Why do we read?
- How can we work together as a class, in small groups, and individually to become better readers?
- What does a reading community look like and how do I recognize myself as an individual reader in the community?

Becoming Good Readers

Timeline: Ongoing

Enduring Understandings:

- Fluent readers gain meaning by reading with expression and use various reading strategies throughout the reading process.
- An effective reader must learn to decode print with automaticity, read texts fluently and accurately, and understand what has been read to gain meaning.

Essential Questions:

- What reading strategies can we use to become a better reader?
- How do readers construct meaning from text?
- How does reading fluently and accurately help you understand what you read?

Phonological Awareness

Timeline: Ongoing

Enduring Understandings:

- Phonemic awareness includes the ability to isolate, blend and manipulate sounds in spoken words.
- Understanding of the spoken word is developed through phonemic awareness.
- Phonemic awareness is a prerequisite and necessary for phonics work to be effective.

Essential Questions:

- What makes one word sound different than another?
- How can I put sounds together to make a word?
- How can I manipulate sounds?

Phonics		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Readers must know and apply phonics and word analysis skill to decode print with automaticity to better comprehend text. Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling and oral/silent reading comprehension. 	Essential Questions: <ul style="list-style-type: none"> Why is letter-sound correspondence important in reading and writing? How do readers use their phonics knowledge to help decode and comprehend text? Why is it important to know grade level words with automaticity? 	

Conventions of Standard English: Vocabulary Acquisition, Grammar, & Usage		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Building a robust vocabulary assists in listening and reading comprehension. When reading and speaking, it is necessary to understand word relationships and nuances in word meanings. 	Essential Questions: <ul style="list-style-type: none"> Why is a vocabulary essential? How can I acquire a robust vocabulary? How can I figure out what words mean? 	

Reading Literature		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, determining importance, inferring, connecting, visualizing, retelling and questioning. Effective readers monitor their reading to ensure understanding of text. Effective readers ask questions and have wonderings before, during and after a reading to help them understand a story. 	Essential Questions: <ul style="list-style-type: none"> How do readers construct meaning from a text? What kind of problems or goals can characters have? How does retelling a story help a reader make sense of the story? 	

Fairy Tales		Timeline: 5 weeks
Enduring Understandings: <ul style="list-style-type: none"> In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, determining importance, inferring, connecting, visualizing, retelling and questioning. Effective readers monitor their reading to ensure understanding of text. 	Essential Questions: <ul style="list-style-type: none"> Why would an author include a central message? What are some similarities and/or differences about each character's goal or problem? How do different settings help the author tell a story? 	

Reading Informational Text		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Readers read informational texts to gain knowledge to help understand our world and ourselves. Readers know how to focus their thinking around the important information in a text in order to understand the main idea. Features of informational texts help readers to navigate, understand, and apply important information. 		Essential Questions: <ul style="list-style-type: none"> How can reading informational text help us to explore and understand our world? How do the features of informational text help us to find, understand, and apply important information? How do readers focus their thinking in order to better understand informational text?

Becoming a Community of Writers		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Effective writing communities work best with clearly communicated procedures and routines. Through a variety of writing experiences, students develop awareness that their writing can tell a story or provide information. Writing serves many purposes, including entertaining, informing and persuading. A strong writing community is built through sharing and respecting one another's ideas. 		Essential Questions: <ul style="list-style-type: none"> How can we work together as a class and individually to become better writers? What does a writing community look like and how do I recognize myself as an individual writer in the community? How do good writers convey their message?

Handwriting		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Knowing how to write uppercase and lowercase letters fluently and legibly is important in communicating to an audience. 		Essential Questions: <ul style="list-style-type: none"> Why is it important to print upper and lowercase letters correctly with proper formation? Why is it important to hold writing tools correctly?

Conventions of Standard English: Grammar and Usage in Writing and Speaking		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Language has consistent patterns and rules when speaking and writing. It is essential to articulate clearly and accurately using appropriate language structure so that one's message can be understood. 		Essential Questions: <ul style="list-style-type: none"> Why is there structure to our language? How do I effectively communicate my thoughts and feelings when speaking and writing?

Narrative Writing: Personal Narrative/Small Moment		Timeline: 10 weeks
Enduring Understandings: <ul style="list-style-type: none"> • A narrative story is a piece that uses a detailed sequence of events. • A personal narrative is generated from the writer's own life experiences and engages the reader. 	Essential Questions: <ul style="list-style-type: none"> • How do you use personal experiences to express and write stories? • How do I write my stories so that readers can understand them? 	

Narrative Writing: Fictional Narrative		Timeline: 6 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Writers can generate fictional ideas from their own lives or reading mentor texts. • Fictional narratives include story elements such as characters, setting, problem, and solution. • Fiction writing includes events that are sequenced and detailed. 	Essential Questions: <ul style="list-style-type: none"> • How do I create and organize a fiction piece of writing to include characters, setting, problem, and solution? • How can I make my writing brighter and better? 	

Narrative Writing: Poetry		Timeline: 5 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Poetry is a creative form of writing that engages our senses and emotions to share our thoughts and feelings in a personal and unique way. • An author can choose to express his/her thoughts or feelings through poetry. • To form a love of reading and writing, students must be engaged in a variety of texts. • Poetry can be written in many different forms. 	Essential Questions: <ul style="list-style-type: none"> • How do writers make sense of poetry? • How does writing poetry communicate ideas and express thoughts and feelings? 	

Informative/Explanatory Writing: How to		Timeline: 6 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Informative/explanatory writing teaches readers facts rather than shares feelings or tells a story. 	Essential Questions: <ul style="list-style-type: none"> • Where can I find information about a topic? • How can I organize my information? • How can I share what I know or have learned through writing? 	

Informational/Explanatory Writing: Teaching Books		Timeline: 5 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Informative/explanatory writing teaches readers facts rather than shares feelings or tells a story. 	Essential Questions: <ul style="list-style-type: none"> • What different methods can I use to teach my readers? • What do nonfiction authors do to convey knowledge to the reader? 	

Opinion Writing: Favorites

Timeline: 8 weeks

Enduring Understandings:

- An opinion is what you think or believe about something.
- To communicate and persuade others of an opinion, you must support it with reasons.
- Authors use their perspective and voice to express opinions and give factual information to an audience.
- An opinion can be stated in a variety of formats.

Essential Questions:

- How can I share my opinion and convey it in a clear and concise way?
- How can I share my response to a text?