

**2011-2012 OCEAN COUNTY ENGLISH LANGUAGE ARTS Curriculum Project**  
 Aligned to the 2009 New Jersey Core Curriculum Content Standards  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**Design Template**

**Content Area:** English Language Arts

**Course Title:** English Language Arts

**Grade Level:** Grade 1

<p align="center"><b>Unit Plan 1</b></p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">September -October</p>
<p align="center"><b>Unit Plan 2</b></p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">November-December-January</p>
<p align="center"><b>Unit Plan 3</b></p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Explanatory, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">February-March</p>
<p align="center"><b>Unit Plan 4</b></p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Explanatory, Poetry, Persuasive, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">April</p>
<p align="center"><b>Unit Plan 5</b></p> <p>Fiction, Non-Fiction, Narrative, Descriptive, Informational, Explanatory, Poetry, Persuasive, Reflective, Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions</p>	<p align="center">May- June</p>

**Date Created:** 7/21/11

**Board Approved on:**

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9/21/11

**Unit Overview Template**

**Content Area:** Language Arts Literacy

**Unit Title:** Unit 1-5

**Target Course/Grade Level:** Grade 1

**Unit Summary:**

**Unit 1:** Comprehension and the appreciation of fiction and non-fiction text will be the focus of this unit. Writing to express ideas and emotions through narrative and descriptive styles will complement the writing. The application of grade-level phonics and word analysis skills is paramount.

**Unit 2:** Comprehension will continue and the interpretation of fiction and non-fiction text will be introduced. Communication of information on related themes will continue. Writing will be expanded to include informational writing pieces. The application of phonemic awareness and phonics in reading and writing will be ongoing.

**Unit 3:** Seeking mastery in reading and interpreting and the introduction to analyzing fiction and non-fiction text will be the focus. Writing will be expanded to include explanatory writing pieces. Writing and speaking using the conventions of the English grammar will be emphasized.

**Unit 4:** Comprehension, interpretation, and analysis will continue in conjunction with the introduction of evaluating fiction and non-fiction text. Expansion of writing will include persuasive pieces. Exposure to various types of poetry through reading and writing will lead to the composition of individual pieces. Application of knowledge of grammar and usage in all areas of literacy will be applied.

**Unit 5:** Comprehension, interpretation, analysis and evaluation of fiction and non-fiction text will lead to an appreciation of a variety of literary genres. Writing will be expanded to include reflective pieces. Command of the conventions of standard English grammar and usage when writing or speaking will be demonstrated.

**These units serve as a guide to complement each district's language arts literacy curriculum. Each district will use this document in conjunction with its individual curriculum mapping and or scope and sequence.**

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

**Primary Interdisciplinary Connections:**

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

**21<sup>st</sup> Century Themes:**

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the [Career Clusters Table](#).)

[https://www13.state.nj.us/NJCCCS/ContentAreaTableView\\_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx)

**K-2 Contributors to Curriculum Development:**

T.Aaron, Ocean Township, D.Anen, Lakewood, C. Brown, Brick Township, S. Cummings, Manchester Township,  
M. Healey, Barnegat Township, L. Ruff, Stafford Township, C. Ulics, Stafford Township, S. Vreeland, Eagleswood Township,

**Unit Rationale Big Idea Question:**

**Unit 1:**

How do good readers employ strategies to help them understand text?

How do good writers use the conventions of Standard English grammar to develop their ideas in order to produce stories from personal experiences?

**Unit 2:**

How does understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning?

How do good writers use a repertoire of strategies that enables them to convey ideas and information?

**Unit 3:**

How do good readers interpret and analyze text to make it personally relevant and useful?

How do writers use the conventions of Standard English grammar to write for different purposes and audiences?

**Unit 4:**

How do good readers develop fluency and reading strategies for both decoding and comprehension?

How do good writers use the conventions of writing to convey meaning?

**Unit 5:**

How do good readers connect knowledge from the text with their own background knowledge and experience to reflect and respond to text?

How do writers consider knowledge and experiences to write reflectively?

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Learning Targets	
<b>Standards</b>	
<b>R.L.</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	
<b>R.F.</b> 1.1, 1.3, 1.3, 1.4	
<b>W.</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	
<b>S.L.</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
<b>L.</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
<b>Content Statements</b>	
<b>Reading:</b> All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	
<b>Writing:</b> All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	
<b>Speaking:</b> All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	
<b>Listening:</b> All students will listen actively to information from a variety of sources in a variety of situations.	
<b>Viewing and Media Literacy:</b> All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.	
Number	Common Core Standards for Mastery
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8	(Not applicable to literature)
RL.1.9	Compare and contrast the adventures and experiences of characters in a story.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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RI.1.5	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, comma, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.1	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final-e and common vowel team conventions for representing long vowels sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.

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W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). Use determiners (e.g., articles, demonstratives).

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	<p>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize dates and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
L.1.4	<p>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>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
L.1.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>

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<p><b>Unit Essential Questions</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What skills and strategies can I use to become a more effective reader?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Does my story make sense? Is it complete (beginning, middle, and end)?</li> <li>• How do purpose and audience affect the rules I follow and choices I make as I write?</li> <li>• Can I use a variety of purposes to communicate my ideas in writing?</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Why is it important to solve problems?</li> <li>• How do I know information is relevant, significant, and accurate?</li> <li>• What different resources can I use to help me understand my topic better?</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• How can we communicate ideas in a way that others will understand?</li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Can I listen and respond to what I hear?</li> <li>• How can I become a better listener and speaker?</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Why do we have media?</li> <li>• What different types of media can I use for different purposes?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</li> <li>• Effective readers use appropriate strategies as needed to construct meaning.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.</li> </ul> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Research is the process of gaining information from a variety of resources.</li> <li>• We use information to support our thinking</li> <li>• We will enhance our learning by using many resources and by using technology.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Language is the way we communicate with each other and share ideas.</li> <li>• An understanding of Standard American English helps us understand what we read and what we hear.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Good listening and speaking skills help us better understand each other.</li> <li>• Listening and responding to what we hear develops our understanding and knowledge.</li> <li>• Through listening and speaking we will become clear and effective communicators.</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• Understanding a variety of media tools will help us better understand what we read, see, and hear.</li> <li>• The purpose of different forms of media is to influence our thinking in different ways.</li> <li>• We will use media to enhance our thinking and learning.</li> </ul>

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### Unit Objectives:

#### Reading: (September-June)

- identify characters, setting, and main idea
- identify cover, title, author, illustrator of book
- use prior knowledge
- make predictions based on prior knowledge and preview of text.
- compare and contrast predictions: Support by answering "Why?"
- describe illustrations in a book
- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- compare/contrast versions of the same story.
- make connections to their lives or other stories.
- read aloud grade-level text w/ fluency and expression
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express.
- recognize a set of high frequency words
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express.

#### Before Reading:

- set a purpose for
- select appropriate reading materials.
- identify text features: Photos, illustrations, graphs, timelines, charts, diagrams, bold, highlight, and italic, headings, bullets, sidebars, captions, labels
- make predictions based on prior knowledge (schema) of the topic and the preview of the text
- generate questions
- preview text to establish an initial impression of what the book is about

#### During Reading:

- make text-to-self connections to
- be exposed to text-to-text connections
- introduced to text-to-world connections.
- rereading, read on, context clues, and substitute another word that makes sense, sounding out words decoding beginning sounds and word chunks.
- confirm/alter predictions based on evidence from the text
- understand and analyze character traits, setting, problem/solution,

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- and plot when reading a variety of genres
- generate and seek answers to questions(in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- locate story details in the text to support logical predictions
- be aware of text features: (captions, labels, headings, table of contents, index, charts, graphs, and diagrams)
- Visualize by creating images to represent the ideas in the text

### **After Reading :**

- check for understanding making sure all questions have been answered
- revisit the text to respond to reading (orally and in writing)
- Readers are to think about and search the text and sometimes use personal knowledge to construct meaning beyond what is literally stated.
- Identify key elements and condense important information into their own words
- Judge, justify and or/defend understanding to determine importance
- Students will create their own perspectives and understanding from reflecting on the text.
- attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)
- identify and create questions

### **Reading/Language/Vocabulary:**

*\*Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking and listening.*

- know all upper case and lower case letters names and corresponding sounds
- track print
- know a word is a unit of meaning
- demonstrate Phonemic Awareness:
  - recognize that words are made up of a series of sounds
  - recognize rhyming patterns and rhyming words
  - match words with same beginning/ending sound.
  - identify (segments) sounds heard at beginning, middle, and end of a word
  - blend individual sounds to form a word.
  - understand how a word is transformed when a sound is added, substituted, or removed
  - recognize that spoken sounds are connected to letters in words written or read
  - match spoken sounds to letters in print
- recognize a set of high frequency words
- provide accurate vowel and consonant sounds
- segment and blend syllables orally
- decode and identify consonant clusters: blends and digraphs.
- decode and identify the sound of hard and soft c and the f sound of ph.
- identify the sounds of variant vowels(blew, boot)
- decode and identify diphthongs (ou,ow,oi,oy)
- decode and identify r-controlled vowels
- decode and identify silent consonant-consonant patterns- fudge, catch
- read grade-level high frequency words with irregular spelling patterns
- apply structural analysis to read unknown words that include:
  - link number of vowel sounds with number of syllables
  - take apart one and two syllable words
  - CV/CV words Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river)
- recognize and apply knowledge of phonics to read unknown words
- segment and blend consonants and vowels
- recognize and read:

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- compound words when at least one part is known
- words with CVC pattern
- contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't
- initial consonant digraphs ch, sh, th, wh
- final consonant digraphs ck, ch, sh, ng, nk, th
- silent letter patterns wr, kn, igh, mb
- R-controlled vowel patterns er, ir, ur
- diphthongs ou, ow (cow), oi, oy
- vowel digraphs ai, ay, ea, ie, oa, oo, ow (blow)
- use word parts and patterns from known word or words to solve unknown words
- match correct word for object
- know nouns have actions when creating sentences
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level
- use pictures/illustrations to solve unknown words
- demonstrate strong oral vocabulary
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text
- determine meaning of homographs in context
- uses context clues to determine word meanings
- determine meaning of possessives in context
- determine meaning of irregular plural nouns
- divide words into syllables to decode
- determine and explain meaning of contractions
- identify parts of speech which includes: nouns, proper nouns, verbs, and adjectives
- introduce compound words
- be introduced to the comparative and superlative forms of adjectives in sentences (e.g. I am *taller* than you. Jimmy is the *tallest* boy in class).
- use *a* and *an* correctly
- make common verbs agree with singular and plural subjects
- use the present, past, and future verb tenses appropriately in speaking and introduce in writing
- identify common and proper nouns
- make singular nouns possessive by adding 's
- spell words with consonant blends and clusters, digraphs in the middle of words (e.g., *exclaim*, *photograph*, *brother*, *stripe*)
- spell words with *qu* pattern (e.g., *queen*)
- spell words with variant vowels (e.g., *blew*, *boot*, *ball*, *author*, *paw*, *good*).
- spell words with diphthongs (e.g., *loud*, *how*, *oil*, *boy*).
- spell words with r-controlled vowels (e.g., *art*, *orange*, *mother*, *bird*, *turn*, *deer*, *fair*, *hear*, *board*).
- spell words with silent consonant-consonant patterns (e.g., *fudge*, *walk*, *could*, *wrong*, *sign*, *knock*), and consonant/silent consonant patterns (*climb*, *hymn*, *listen*).
- spell grade appropriate irregular plural nouns (e.g., *feet*, *deer*, *leaves*, *mice*)
- spell contractions (e.g., 've, 'll, 're, 'd, 'm, and n't)
- divide words into syllables or chunks to spell words.

### **Writing: (September-June unless otherwise noted)**

- differentiate between complete sentences and sentence fragments
- capitalize first, last and all other important words in titles
- use commas in a list
- be introduced to commas in a series
- punctuate end of sentence correctly

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- capitalize first word in a sentence and proper nouns.
- be exposed to quotation marks, apostrophe, and comma between city and state, day and year
- use appropriate punctuation in the format of a friendly letter.
- understand that punctuation enhances communication.
- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- use and spell grade-level homophones in writing
- choose a topic
- transition from unconventional to phonetic/ conventional writing
- match writing to a picture
- share writing-generating ideas
- interact with others
- write from left to right, top to bottom
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- use a variety of prewriting techniques
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas.
- edit with assistance for correct grammar, usage and mechanics
- create legible final drafts and share with an audience

### *Narrative Writing:*

- see a purpose for writing
- contribute to a class letter
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- create a storyboard to tell a story
- use descriptive details that enable readers to create mental images
- use a variety of sentence (beginnings) structures and lengths.
- create an interesting lead sentence and a closing sentence

### *Persuasive:*

- write a topic sentence
- write supporting details
- write a concluding statement
- write to inform-purpose
- demonstrate an understanding and awareness of the audience
- contribute to a class document that gives information about what was learned (science, social studies)
- be exposed to transition words; first, then, next, finally
- give an opinion using appropriate vocabulary
- write to persuade a target audience (with support).
- establish a clear position on a topic and support the position with relevant evidence (with support).
- contribute regularly to morning message, class letters
- contribute (in a shared writing) to a class set of directions
- write first and last name
- label objects
- make lists

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- identify and apply the parts of a friendly letter (with assistance):
- demonstrate the ability to fill out basic information on a form
- write two-step directions for completing a task in sequential order.

### **Listening and Speaking:**

- demonstrate strong oral vocabulary
- talk about words and word meanings every day as they are encountered in books and conversation
- demonstrate active listening strategies:
  - make visual contact
  - ask questions of speaker
  - follow directions
  - respond to questions and clues
  - Body language indicates listening
  - focus on speaker and topic
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
- make eye contact with the audience.

### **Media:**

- use library
- learn that when information is needed, you can access it through books, internet, video, and people
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special type face)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)
- talk with resource person

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**Evidence of Learning**

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### Formative Assessment

- Journal
- Class discussion
- Teacher observations
- Do-Nows
- Literary Projects
- Vocabulary quizzes
- Literature circles
- Graphic organizers
- Multiple choice tests
- Timed readings/writings
- Literature discussions
- Literature responses
- Questioning
- Exit/Admit Slips
- Learning/Response Logs
- Peer/Self Assessments
- Cooperative learning groups
- Open-Ended Questions
- Writer's Workshop
- Writing Assignments
- NJ Holistic Scoring Rubric
- Peer editing
- Self-evaluation
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Test/ Quizzes

### Summative Assessment

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams

### Modifications (ELLs, Special Education, Gifted and Talented)

#### ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

#### Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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### Equipment needed:

- Computer with Internet access and projection capabilities
- Document Cameras
- Student Computers
- Whiteboards
- Audio Materials (CDs, CD players)
- Print Materials
- Manipulatives
- Journals
- Sticky Notes
- Graphic Organizers
- Chart paper and chart stand

### Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

#### *Reading:*

- Make use of schema
  - Reread for clarification
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions
  - Draw conclusions
  - Make connections: text to text, text to self, text to world
- Teachers should use mini-lessons and small groups to teach, demonstrate and investigate the following strategies:  
[http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
    1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
    2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
    3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
    4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
    5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

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6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

### *Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

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### Other Resources:

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

### Teacher Resources:

#### Reading:

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.songsforteaching.com/kidzup/vowels.htm>

<http://www.trcabc.com/resources/curriculum/long-vowel-short-vowel-lesson-plans/>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

[http://www.commoncore.org/maps/index.php/maps/grades/grade\\_1/](http://www.commoncore.org/maps/index.php/maps/grades/grade_1/)

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://www.readinglady.com>

<http://www.rif.org>

<http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Guided Comprehension* by Maureen McLaughlin & Mary Beth Allen - A Teaching Model for grades 3-8

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

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### Writing:

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

<http://www.suite101.com/content/writing-poems-with-kids-a23148>

[http://www.commoncore.org/maps/index.php/maps/grades/grade\\_1/](http://www.commoncore.org/maps/index.php/maps/grades/grade_1/)

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.writemorestuff.com/pages/activities.html>

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

<http://www.writingfix.com/>

<http://www.zoodles.com/free-online-kids-games/first-1st-grade>

<http://www.storylineonline.net/>

*Writing Mini-Lessons for First Grade* by Dorothy P. Hall

*6+1 Traits of Writing* by Ruth Culham

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

### **Curriculum Contributors:**

Curriculum documents of the following districts were referenced in the development of this curriculum.

*Barnegat Township, Berkeley Township, Brick Township, Lacey Township, Lakewood Township, Manchester Township, Pinelands Regional, Plumsted Township, Point Pleasant Boro, Ocean Township, Stafford Township.*

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