

FIRST GRADE LANGUAGE ARTS CURRICULUM

Reading Unit: Launching Reading Workshop		Pacing Guide: September–October
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What do readers do during reading workshop? • How can I be a better reader? • How can I choose ‘just right’ books? • How do readers build stamina? • How do readers sound out unknown words? • How can having a reading partner help improve your own reading? • What are the parts of a story? • What sounds correspond with each letter of the alphabet? • How can I blend sounds into CVC words? • How can I sort words into categories? 	<ul style="list-style-type: none"> • I can develop into a classroom community of readers. • I can follow the reading workshop routines and procedures. • I can choose books that are right for me. • I can build my reading stamina. • I can use what I know to sound out words I do not know. • I can understand and explain the parts of a story. • I can identify letters and their sounds. • I can tap out individual sounds and blend them into a CVC word. • I can sort words into categories. 	<ul style="list-style-type: none"> • At the beginning of the school year, conduct benchmark reading assessments. Assess word knowledge, comprehension, fluency and print concepts. Use a checklist for print concepts which would include identifying the front and back cover, author, illustrator, capital and lowercase letters, and punctuation. Review letter sounds using the Foundations program and implementing Unit 1. Students will recognize the letters and letter sounds for all letters in the alphabet. Students will also be able to recall and write the alphabet in alphabetical order. (RF.1.1) • Be sure to introduce and discuss character, setting and events as a whole group and in small reading groups. In a small group, read a story. After reading, have students work on recalling the character, setting and events in the story. Students will recall or go back in the text and draw a picture of the main character(s) and write their names as well. They can do the same thing for setting. Next, they should include the main events in the story. This can include the problem and solution within the story. (RL.1.3) • Implement Foundations Unit 2 which introduces how to isolate sounds and blend them into words. Students will be required to look at a word, tap out each letter and blend them together to form a CVC word. Additionally, students will hear a word, tap it out, and be able to write down the CVC word given. (RF.1.2.C) • Teach students how to use the clues in a sentence or picture to help them figure out unknown words. Students will be able to use the context of a sentence to figure out the meaning of a word or phrase. The teacher will use a checklist or anecdotal notes to monitor progress and understanding. (L.1.4.A) • Within guided reading groups, pull several vocabulary words from a text. Have students work together to sort them into

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categories. Have students share how they sorted the words. Next, use those same words and have students describe them by one or more attributes. For example, 'a duck is a bird that swims' or 'a tiger is a large cat with stripes'. The teacher will use a checklist or anecdotal notes to monitor student understanding. (L.1.5.A, L.1.5.B)

Suggested Activities

- Get students excited about reading. Read them a book such as *The Book With No Pictures* by B.J. Novak or *Rocket Learns to Read* by Tad Hills.
- Model and practice procedures and expectations for Reading Workshop. For example, working with whisper voices, reading independently, and asking peers for help if they have a question.
- Learn how to read independently and how to choose a 'just right' book. Discuss the five finger rule, and model for students how to use that strategy. Choose a book and begin reading. For every word that students do not know or cannot sound out, they put up a finger. If they have five fingers up in the first page or so, that book is probably not 'just right' for them.' Another option is to watch the video *Choosing a Book* on Brainpop Jr. <https://jr.brainpop.com/readingandwriting/readingskills/choosingabook/>
- Learn how to read with a partner. Practice listening to your partner reading, and model how to take turns, echo read, and choral read.
- Learn about the parts of a story. Discuss characters, setting and events. Read a book and focus on these elements of the story such as, *Enemy Pie* by Camryn Manheim, *The Snowy Day* by Ezra Jack Keats or *Stellaluna* by Pamela Reed. Watch the videos *Character*, *Plot* and *Setting* on Brainpop Jr.
Character: <https://jr.brainpop.com/readingandwriting/storyelements/character/>
Plot: <https://jr.brainpop.com/readingandwriting/storyelements/plot/>
Setting: <https://jr.brainpop.com/readingandwriting/storyelements/setting/>
- Using the Foundations program, implement Unit 1 which practices and reviews the letter sounds of the alphabet. Continuously review the Letter-Keyword-Sound for consonants and short vowels. Students will also be required to recall and write the letters in alphabetical order. Practice this skill using the magnetic letter board and have students place letters in alphabetical order in sequence. For example, 'a' goes first, then they must find the letter 'b' before adding any other letter to the alphabet.
- Using the Foundations program, implement Unit 2 which introduces phonemic awareness skills and sound manipulation. Model for students how to use the 'tapping out' method. Use fingers to isolate each sound in a CVC word; c-a-t would be tapped out using your index, middle and ring finger. Then, blend the sounds together to form the full word. Introduce students to simple trick words (sight words) which are *the*, *a*, *and*, *is*, *his*, and *of*.
- In small reading groups, address language skills. First, pull out five words that they may be familiar with from a book, such as *Little Red Riding Hood* by Robert Vitro. Some words may be *flower*, *Grandmother*, *woods*, etc. They will sort the words into categories and explain their reasoning to the teacher. Next, the teacher will ask students to describe each word by its attributes. For example, 'a flower is a beautiful plant that grows petals and smells good.'

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- Teach students how to use the clues in a sentence or picture to help them figure out unknown words. During small groups, reinforce this strategy while they are reading. Walk them through how to use the pictures and clues in the sentence to figure out the meaning of a word or phrase. This may need to be an ongoing assessment and the teacher will use a checklist to monitor progress and understanding throughout the school year.

Reinforcement	Enrichment
<ul style="list-style-type: none"> ● One on one or small group guidance for learning new strategies (sorting words, isolating sounds, choosing ‘just right’ books, etc). ● Draw pictures to describe the character in a book and the teacher can write a description for the student. ● Allow students to use a tablet or computer to play games that reinforce skills being taught in class (letter sounds, character traits, etc.) ● Teachers may write for the student if they can explain their answers orally, but have difficulty writing their ideas down. 	<ul style="list-style-type: none"> ● Have students write more to describe their characters, or choose a second character. ● Students may work with a partner to create a word, and have their partner change the beginning, middle or end sound to create a new word. Repeat. ● Allow students to read independently when their work is complete. ● Allow students to use a tablet or computer to play games that enrich skills being taught in class (letter sounds, character traits, etc.) ● They can buddy read, after they both have completed their work.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● Leveled Readers ● Guided reading resources (Fountas & Pinnell) ● Foundations: Wilson Language Program Level 1 	<ul style="list-style-type: none"> ● Small guided reading groups ● Independent reading assessment ● Teacher observation
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● www.abcya.com ● www.brainpopjr.com ● www.justbooksreadaloud.com (read aloud books) ● www.starfall.com ● www.storylineonline.com (read aloud books) ● www.the-best-childrens-books.org 	<ul style="list-style-type: none"> ● <i>Guided Reading</i> by Gay Su Pinnell & Irene Fountas ● <i>All Sorts of Sorts</i> by Sheron Brown ● <i>Word Matters</i> by Gay Su Pinnell & Irene Fountas ● <i>LMNO Peas</i> by Keith Baker ● <i>The Book With No Pictures</i> by B.J. Novak ● <i>Rocket Learns to Read</i> by Tad Hills. ● <i>Enemy Pie</i> by Camryn Manheim

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- *The Snowy Day* by Ezra Jack Keats
- *Stellaluna* by Pamela Reed
- *The Little Red Hen* by Little Golden Books
- *Choosing a Book* on Brainpop Jr
- *Little Red Riding Hood* by Robert Vitro
- *The First Day of School* by Janice Leotti
- Tablets

Standards

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

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

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

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

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

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

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).

C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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.

Cross-Curricular Connections

21st Century Skills

CRP1: Act as a responsible and contributing citizen and employee.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

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8.1.2.B.1 : Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1: Develop an understanding of ownership of print and non-print information.

SEL- Utilize positive communication and social skills to interact effectively with others.

Social Studies- 6.1.4.D.12. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and the other regions of the United States contributed to the American national heritage. (Use texts about Johnny Appleseed and other fictional and historical figures to teach about story elements.)

Physical Education- 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). (Practice using safe practices during Reader's Workshop)

Reading Unit: Text and Character Study		Pacing Guide: November- January
Essential Questions	Enduring Understandings	Benchmark Assessment(s)

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<ul style="list-style-type: none"> • How do readers read poetry and think about meaning? • How can readers read poetry independently and with reading partners? • How do readers make predictions before reading? • How can readers figure out tricky words? • How can readers use what they know to describe the adventures of characters in a story? • What strategies can help readers understand a character? • How can knowing letters, sounds and patterns help you read? 	<ul style="list-style-type: none"> • I can read poetry for meaning. • I can read poetry on my own and with a partner. • I can make predictions before reading. • I can use strategies to understand and describe the adventures of characters in a story. • I can understand the character in a story. • I can use my knowledge of digraphs, letter sounds and tapping out to figure out tricky words. 	<ul style="list-style-type: none"> • Students will read a text and choose a character from the story to describe. They will also describe the setting of the story. Students will use the clues (text and illustrations) from the story to draw a picture and write a few sentences to describe the character and the setting. The teacher will model how to make a text-to-self connection. The students will make a connection to describe someone or something from their own life. Use the character solution rubric to assess this skill. (RL.1.7, L.1.5.C) • Read two texts and have students compare and contrast the adventures of the characters within those texts. After reading both books, discuss the adventures of the characters in each story. Use a Venn diagram to compare and contrast. Have students write at least two similarities and two differences. (RL.1.9) • SWBAT read and understand <i>Right Outside My Window</i> by Mary Ann Hoberman. This can be completed and assessed in a small group. The students can orally explain the meaning to the teacher. (RL.1.10) • Students will read or listen to a poem. They will identify words and phrases in the poem that show the feelings of the poem. They will engage in a conversation about any unknown words or feelings with a partner or group. They will have opportunities to speak, listen, respond and ask questions. Students will distinguish different meanings from similar verbs and adjectives to glean understanding of the poem (i.e., glad, happy, thrilled). They will then write a few sentences to describe the feelings and may draw a picture to go along with their explanation. Use the poem rubric to assess this skill. (RL.1.4, RI.1.4, SL.1.1, L.1.5.D) • Students will be able to apply phonics skills while reading. They will know and pronounce digraphs when reading and decode one syllable words. The teacher will assess these skills using the Foundations Unit 3 assessment. (RF.1.3.A, RF.1.3.B)
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Suggested Activities

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- Introduce the meaning of the word *prediction* in terms that students will understand. It means to make a guess, but use everything that you know to make that guess. Reinforce that it is ‘ok’ to make an incorrect prediction- there are no ‘right or wrong’ answers; it is what you feel and what you think. Read a book and practice making predictions. You can choose to view the video *Making Predictions* on Brainpop Jr. <https://jr.brainpop.com/readingandwriting/comprehension/makepredictions/>
- Learn about how to describe characters and setting by using the clues from the story. The clues can be from the pictures and from the words. Read a book, like *No David!* by David Shannon. During reading, stop and discuss how David is behaving and where the story is taking place. Discuss how the pictures help describe David and the setting. Discuss how the words also describe David and the setting. Teach vocabulary words to help students describe the character deeper. This book is great for teaching the words *kindhearted, impulsive, energetic, playful, and forgetful*.
- Learn how to compare and contrast the adventures of two characters within two different texts. For example, read *If You Give a Mouse a Cookie* by Laura Joffe Numeroff and *If You Give a Moose a Pancake* by Laura Joffe Numeroff. As a whole group discuss the adventures of the mouse and then discuss the adventures of the moose. Model how to use a Venn diagram and have students share a few ideas of the similarities and differences. Have students complete their own Venn diagram and they will write at least two similarities and two differences between the adventures of the mouse and the moose.
- Learn about what poems are and how they do not always follow the conventional grammar rules such as complete sentences and punctuation. Watch the video *Poems* on Brainpop Jr to help introduce this topic. <https://jr.brainpop.com/readingandwriting/writing/poems/>
- Discuss how to pick out key words or phrases in a poem that would display the feelings and meanings conveyed. Read the poem *Where Does the Wind Go?* by Marcia Vaughan. Explain how the wind is something that cannot be seen, but it can be ‘seen’ in the poem. How does the author of the poem show how the wind is seen? Students may discuss with a partner the words and phrases within the poem. They may ask their partner questions and answer any questions their partners have. They will then find specific phrases or words in the poem that puts a picture in the reader's head.

Reinforcement	Enrichment
<ul style="list-style-type: none"> ● One on one or small group guidance for learning new strategies ● Allow students to use a tablet or computer to play games that enrich skills being taught in class (predictions, reading poems, long and short vowels, etc.) ● Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down 	<ul style="list-style-type: none"> ● Allow students to use a tablet or computer to play games that enrich skills being taught in class (predictions, reading poems, long and short vowels, etc.) ● Allow students to read independently when their work is complete. ● They can buddy read, after they both have completed their work.
Materials and Resources	Other Assessments

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<ul style="list-style-type: none"> • Leveled Readers • Guided reading resources (Fountas & Pinnell) • Foundations: Wilson Language Program Level 1 	<ul style="list-style-type: none"> • Small guided reading groups • Independent reading assessment • Teacher observation
Suggested Websites	Suggested Materials
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Standards	
<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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 vowel sounds. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. <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> <ol style="list-style-type: none"> Follow agreed-upon norms 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. 	

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- C. Ask questions to clear up any confusion about the topics and texts under discussion.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - 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.

Cross-Curricular Connections

21st Century Skills

CRP1: Act as a responsible and contributing citizen and employee.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.B.1 : Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1: Develop an understanding of ownership of print and non-print information.

SEL- Utilize positive communication and social skills to interact effectively with others.

Social Studies: 6.1.4.D.12. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and the other regions of the United States contributed to the American national heritage. (Use texts about various historical figures to teach character study)

Physical Education: 2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). (Use movement and dance to practice various skills such as demonstrating knowledge of verb meanings.)

Reading Unit: Reading Literature		Pacing Guide: January- March
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How can readers improve fluency? 	<ul style="list-style-type: none"> I can improve fluency by rereading and using other 	<ul style="list-style-type: none"> SWBAT orally retell stories that include key details from the text and an understanding of the message or lesson. The teacher will

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<ul style="list-style-type: none">• How do readers self check and correct while reading?• What strategies can readers use for reading tricky words and apply them to harder books?• How do readers make predictions before and during reading?• How can readers check to make sure they understand the story while reading?• How can readers think about the story and have ideas as they are reading?• How can readers retell their books?• How do readers discuss books with each other?• How do readers identify the main idea of a story?	<p>strategies.</p> <ul style="list-style-type: none">• I can self check while I am reading.• I can make predictions before and during reading.• I can review strategies I know to figure out tricky words and use it to help me read harder books.• I can make predictions before reading and change my predictions during reading.• I can talk to my peers about a book that I have read.• I can figure out the main idea of a story.	<p>assess this skill using the Reader's Response rubric. (RL.1.2)</p> <ul style="list-style-type: none">• In a small group, SWBAT read a book that has multiple narrators. While reading, question student(s) about who is telling the story at multiple points throughout. Give students a chance to orally tell the teacher when they notice that a narrator has changed. This will be assessed through teacher observation and anecdotal notes. (RL.1.6)• Students will be able to apply phonics skills while reading. They will know and identify words with the final -e, know long and short vowels and decode two-syllable words. Students will also be able to read single-syllable words by blending sounds including consonant blends. The teacher will implement Foundations Units 7, 8, 9, 11, and 12 to address these skills. Their progress will be tracked using the Unit assessment provided in Foundations. (RF.1.2.B, RF.1.3.C, RF.1.3.D, RF.1.3.E)• Students will be able to identify the features and clues within a word to distinguish between the long and short vowel sound when reading. The teacher will implement Foundations Unit 9 which addresses vowel teams and identifying long vs. short vowel sounds. This will be assessed using the Unit 9 Foundations assessment. (RF.1.2.A, RF.1.2.D)• In the middle of the year, conduct benchmark reading assessments. This will assess oral language, letter recognition, phonemic awareness, word knowledge, print concepts and fluency. Students will be able to read with accurate fluency, which does not hinder their comprehension. They should be able to read at or around grade level using expression and self-correct as needed. (RF.1.4)• In a small group, read a fictional book together. After reading, ask the students questions about the story. Then have students orally ask each other questions about the text. If they cannot recall the answer, they should go back in the book and find the answer. This will be assessed through teacher observation throughout the school year. The teacher will have a checklist or anecdotal notes that they will use to keep track of student progress. (RL.1.1, SL.1.2)
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- Students will listen to a speaker who presents information orally about a certain topic. After listening to the speaker, students will be able to answer questions about what the speaker said. They will also be able to ask questions to gather more information, or clarify something that they did not understand. They will answer two questions about the topic, and they will be able to ask at least two questions about the presentation. The teacher will use a written assessment. (SL.1.3)

Suggested Activities

- Expand upon making predictions. Reinforce that it is 'ok' to make an incorrect prediction- there are no 'right or wrong' answers; it is what you feel and what you think. Model and explain how to make a prediction before reading and adjust that prediction as the story progresses during reading. Model as a whole class and reinforce and practice during small groups.
- Discuss what the main idea or central message is. Read the book *Chrysanthemum* by Kevin Henkes. Before reading, explain that the author wants to teach his readers something and there is a message that he wants to send his readers. Instruct students that they must figure out what that is. During reading remind students they should be thinking of what the main idea may be. After reading, have volunteers share some of their ideas.
- Explain that it is important for students to understand what they are reading as well as sound out the words. It is important to build student's comprehension during reading in the whole group and in small group settings. There are many different ways to do this. One strategy is by asking questions while students are reading to monitor their understanding. Read a fictional book to or with a small group of students. For example, read *Days of Adventure* by Lyn Swanson. Ask the student a few questions about the text, and this will model the type of questioning expected of them. Next, have the student ask a partner questions about the story. They may look back in the text after they have tried to recall information without looking.
- Teach students different strategies for understanding a story that they are reading. You may want to break the strategies up into minilessons and have them apply it in their small group that day. A simple strategy to use is re-reading. When a student gets stuck on a word, they are then concentrating on sounding out and discovering the word instead of thinking about what is going on in the story. Have students go back and read the sentence over again after they read the word they were stuck on. They may need to read the same sentence several times. Keep reinforcing this skill and eventually students will implement that strategy when they are reading independently as well. Another strategy is using anticipation guides. This helps activate students' prior knowledge and peaks curiosity. Before reading, students respond to several statements (true or false) about the story and after reading, they will go back and see if they were correct in their predictions before reading the text. An additional strategy for comprehension building is practicing the chain of events or creating a storyboard. This strategy is simply identifying a sequence of events throughout the story. While the student is reading, they will choose a key event that occurred at the beginning, a few from the middle and one at the end. They can draw pictures to show each event, or write a

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few sentences about it, depending on the students' abilities. Another comprehension strategy is called Somebody Wanted But So Then. Somebody-Who is the character?, Wanted- What did the character want?, But- What was the problem?, So-How did the character try to solve the problem?, Then- What was the resolution to the story? This could be set up as a chart, and the student completes each section as they read the story.

- A great strategy to practice remembering the elements of a story is story maps. A story map is a graphic organizer that helps students identify the characters, plot, setting, problem and solution. The students must read carefully to learn the details. There are many different versions of story map graphic organizers. The most basic focus on the characters, setting, beginning, middle and end. As students master the basics, they can move on to the more advanced organizers including problem, solution, plot or character traits. Students should complete during reading, and fill in any missing sections when they finish reading. Story maps are also great comprehension building activities.
- Explain what fluency means, being sure to emphasize that it does NOT just mean that they read quickly. Students need to be able to understand what they are reading as well. Practice fluency in small groups. Some strategies for practicing and reinforcing fluency include re-reading the story, choral reading (reading as a group), echo reading (repeating after the teacher or partner), and reading in different voices or accents.
- Introduce what a *summary* is. A summary is retelling the story using your own words and only telling about the major points in the story. Read a story such as *Toy Trouble* by Justine Korman Fontes. Model for students how to come up with a summary. First, state where the story takes place and the main characters. Then, think about the major problem in the story and how the character solves their problem, including the key details from the story.
- Introduce what a *narrator* is. The narrator is the person who is telling the story. Explain to students that sometimes an author chooses more than just one narrator. Read a story, such as *Voices in the Park* by Anthony Browne. Read the story through the first time without stopping, and discuss the characters in the story. Then read the story a second time and stop at points where the narrator changes. Point out to students how they can notice that a narrator is changing and someone new is telling the story. It can also be when characters change speaking roles within a story, and not just the narrator. Have students practice this skill in a small group setting and use a book such as *Lenny and Tweek* by Klaus Baumgart.
- Students will listen to a presenter, such as *Firefighter Phil*. They will listen to what the speaker has to say. After hearing the presentation, students will return to the classroom and complete a teacher made worksheet. They will answer two questions about the presentation, such as *What is one thing you learned?*, *What is something that you already knew?* Then they will have an opportunity to write down two questions that they would ask the speaker, either to clarify something that they did not understand or gain additional knowledge.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • One on one or small group guidance for learning new strategies. • Allow students to use a tablet or computer to play games that reinforce skills being taught in class (predictions, main idea, story elements, summarizing, etc.) 	<ul style="list-style-type: none"> • Allow students to use a tablet or computer to play games that enrich skills being taught in class (predictions, main idea, story elements, summarizing, etc.) • Allow students to read independently when their work is

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<ul style="list-style-type: none"> • Provide comprehension building activities: re-reading, anticipation guides, questioning, story map, storyboard. • Oral language building activities, if necessary. Look at a picture and have the student describe it in different ways (orally describe, write single words, write sentences, etc.) • Teachers may write for the student if they can explain their answers orally, but have difficulty writing their ideas down. 	<p>complete.</p> <ul style="list-style-type: none"> • They can buddy read, after they both have completed their work. • Students may write down any additional questions they have for the speaker.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Leveled Readers • Guided reading resources (Fountas & Pinnell) • Foundations: Wilson Language Program Level 1 	<ul style="list-style-type: none"> • Small guided reading groups • Independent reading assessment • Teacher observation
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.abcya.com • www.brainpopjr.com • www.justbooksreadaloud.com (read aloud books) • http://www.sheppardsoftware.com • www.starfall.com • www.storylineonline.com (read aloud books) • www.the-best-childrens-books.org 	<ul style="list-style-type: none"> • <i>Chrysanthemum</i> by Kevin Henkes • <i>Manners of a Pig</i> by Bronwen Scarffe • <i>Yum! Yum!</i> by JoAnn Vandine • <i>Firefighters</i> by Nancy Leber • <i>Days of Adventure</i> by Lyn Swanson • <i>How the Mouse Got Brown Teeth</i> by Freda Ahenakew • <i>Toy Trouble</i> by Justine Korman Fontes • <i>Voices in the Park</i> by Anthony Browne • <i>Lenny and Tweek</i> by Klaus Baumgart • <i>Lost Cat</i> by Margaret Gay Malone • <i>The Royal Drum: An Ashanti Tale</i> by Mary Dixon Lake • <i>Signs of Spring</i> by Justine Korman Fontes • Tablets
Standards	
<p>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.</p>	

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RL.1.6. Identify who is telling the story at various points in a text.

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. 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.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

Cross-Curricular Connections

21st Century Skills

CRP1: Act as a responsible and contributing citizen and employee.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

SEL- Utilize positive communication and social skills to interact effectively with others.

Technology

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.B.1 : Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1: Develop an understanding of ownership of print and non-print information.

Social Studies- 6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Use this to explain how predictions will vary based on the person making the predictions)

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Reading Unit: Reading Informational Texts		Pacing Guide: April– June
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What are informational or nonfiction texts? • What are the parts of a nonfiction text? • How does comparing and contrasting multiple books on a topic increase our understanding of that topic? • What are the differences 	<ul style="list-style-type: none"> • I can read informational or nonfiction texts. • I can identify the parts of a nonfiction text. • I can compare and contrast different books about the same thing. • I can tell the difference between fiction and 	<ul style="list-style-type: none"> • Discuss what the main idea is. Students will read a story, and be able to explain the main idea. Once they explain it, they must also use details from the story to support their answers. The teacher will use a checklist/anecdotal notes to assess this benchmark. (RI.1.2) • Students will understand what a nonfiction book is and what a fiction book is. Students will be able to orally explain the differences between the two types of texts. They should include that nonfiction books teach something, sometimes have photographs, may have labels in the pictures, and that fiction

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<p>between fiction and nonfiction texts?</p>	<p>nonfiction.</p>	<p>books are made up stories, and usually have illustrations. The teacher will have a checklist or anecdotal notes to record responses and progress for each student. (RL.1.5)</p> <ul style="list-style-type: none">• Have students read a nonfiction book. Before reading, have students locate the table of contents. Ask the student to use the table of contents to read each heading and locate a specific topic. They will be able to look at the heading, find the page number and turn to that page. Ask students questions about the text after reading. Have students orally ask each other questions about the text. If they cannot recall the answer, they should go back in the book and find the answer. They can use the table of contents, heading, and/or glossary to do so. The teacher will have a checklist or anecdotal notes to record responses and progress for each student. (RI.1.1, RI.1.5)• Students will read an informational text. While reading the text they will focus on two ideas, individuals or events that are discussed within that text. After reading they will complete a Venn diagram which discusses the connections between the two individuals, ideas or events. Students will include at least two similarities and two differences. (RI.1.3)• Display a nonfiction text. Take a picture walk through the book-do not read the text yet. Only look at the pictures and any labels or captions that go along with the pictures. Students will write a few sentences describing what they learned just by looking at the pictures. Next, go through the book again, this time reading the text, and ignoring the pictures. Students will write a few sentences describing what they learned from the text. Students will be able to write at least two sentences fully describing what they learned from the text and two sentences describing what they learned from the pictures. (RI.1.6)• Students will listen to a nonfiction text (listening center). They will focus on the key details in the text as well as the pictures provided. After listening to the book, students will complete a grade level worksheet. They will write down at least three key points and details that they learned from the text. They must write in complete sentences, using capitals and punctuation.
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		<p>(RI.1.7)</p> <ul style="list-style-type: none">• Students will listen to or read an informational text. They will focus on a key idea that the author makes in the text. They will identify reasons that the author gives which supports the main idea. Students will complete a grade level worksheet and should include at least three reasons that support the authors point. <p>(RI.1.8)</p> <ul style="list-style-type: none">• Read two informational books about the same topic to the class (they may be about animals). Let students know that they will be comparing the two books when we have finished reading. After reading, have students share some ideas of similarities and differences. Use a Venn diagram to identify similarities and differences and they should include at least two examples for each. (RI.1.9) <ul style="list-style-type: none">• At the end of the year, conduct benchmark reading assessments. This will assess skills such as comprehension, fluency, and oral language. Students will be able to read informational texts at grade level or above. (RI.1.10) <ul style="list-style-type: none">• Students will identify and use suffixes and inflections (such as <i>-ed</i>, <i>-s</i>, <i>-ing</i>, <i>re-</i>, <i>-less</i>, <i>un-</i>, <i>pre-</i>, <i>ful-</i>), to determine the meaning of a word. The teacher will use Foundations Unit 6 to introduce this skill. Students will be given root words, and their inflectional endings (-s, -ed, -ing). They will be able to read the root word alone, as well as all three of the endings. Students should be able to do this for at least four different frequently occurring root words. The teacher will return and add upon what was initially taught in Units 10 and 13. The Unit assessments for all three units will be utilized to assess these skills. (L.1.4.B, L.1.4.C)
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Suggested Activities

- Learn about what nonfiction is, and the parts of a nonfiction book. Read a book or watch a video to show students an example. For example, watch the video *Reading Nonfiction* on Brainpop Jr. <https://jr.brainpop.com/readingandwriting/readingskills/readingnonfiction/> The video discusses what nonfiction is, the parts of a

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nonfiction book, how to read nonfiction and how to take notes while reading. Alternatively, you could read a nonfiction text, such as *Sharks!* by Anne Schreiber, and point out the features within such as the glossary, table of contents, pictures, etc.

- Learn about the differences between fiction and nonfiction texts. Compare and contrast two books. Note the difference between the two books. The illustrations will be different, and there may be labels within them. The text will teach the reader something in nonfiction stories and they are about real things, where fiction is make-believe.
- In a small reading group, have students read an informational book, such as *Dolphins* by Sylvia M. James. Before reading be sure to introduce the table of contents. Discuss and model how to use the table of contents. Read the headings, and follow the dots or the lines to figure out the page where that information is found. Also discuss what headings are. They tell the reader what they will learn about in that specific section of the book. Have students practice reading a heading, and locating the page within the text. Next, introduce the glossary. Explain to students that it is located at the end of the book and is a list of some of the difficult words in the book. It will tell the reader what those difficult words mean. If they come across a word that they do not know, and it is in dark, bold print, that tells them they can look in the glossary to discover the meaning of the word. Have students locate and practice that skill.
- In a separate lesson, but after teaching about headings, table of contents and the glossary, have students read the informational book. After reading, ask the students questions about the book. Allow each student to answer at least one question. Then have students turn to a partner and ask their partner questions about the book. They will ask each other a few questions, and if they cannot recall the answer, they should be able to use the table of contents, headings, and/or glossary to discover the answer.
- Teach students that comprehension is important with nonfiction texts also. Teach them how to use a KWL chart, which will help them build comprehension and keep track of some ideas. The K stands for *what I know*, the W stands for *what I want to know*, and L stands for *what I learned*. Before reading, students will complete the K section, and write about what they already know about the topic. Then, they will complete the W section, and write some questions that they may have about the topic, and what they hope to learn while reading. Next, read the book, and when they are finished they will complete the L section. They will write some things that they learned about from the text.
- Read students two different informational books about the same topic, such as animals. For example, read *Penguins are Waterbirds* by Sharon Taberski and *A World of Birds* by Sylvia M. James. Before reading, discuss with students that they will be comparing the two books, so they should pay close attention to things that they notice are the same and different about the stories. After reading, have volunteers share some ideas that they have noticed. Use a Venn diagram to have students write at least two similarities and two differences between the two texts. Before doing so, review how to use the Venn diagram.
- Display the book *Penguins are Waterbirds* by Sharon Taberski. Explain to the class that the pictures in a book can teach just as much as the words can. Instruct them to pay close attention to the pictures on each page. Explain that they are going to write about something that they learned just from looking at the pictures. Take a picture-walk through the book and notice any labels or captions that go along with them. Students will then be given a teacher created worksheet to write a few sentences describing what they learned just by looking at the pictures. Early finishers may draw a picture to go with their description. Next, read the text, and ignore the pictures. Have students share some facts that they learned just from the text. Students will then write a few sentences describing what they learned from the words.
- Students will listen to or read an informational book such as, *Everything Spring* by Jill Esbaum, *Where Do Animals Live?* by Linette Ellis Mathewson or *Caterpillars* by Robyn Green. This may be done in a listening center. After reading the book, they will think about what was taught in the book by recalling the text and the pictures that were included. Students will write at least three key points and details that

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they learned from the text. They must write in complete sentences, using capitals and punctuation. They will complete the teacher made worksheet and can include pictures for each idea.

- Students will listen to or read a nonfiction text, such as *Spiders* by Esther Cullen or *Meet the Octopus* by Sylvia M. James. After reading, students will complete a teacher made worksheet where they must provide at least three reasons that an author gives to support points in the text. Students could focus on one heading within the text, so for *Spiders*, students can look at the heading *Where do Spiders Live*. They can provide three different places that spiders live and a description of each. Their responses should be at least three separate sentences.
- Students will read an informational text (possibly within a guided reading group) and may read a book such as *Growing Radishes and Carrots* by Faye Bolton and Diane Snowball. While reading, students will focus on the ideas of how radishes grow and how carrots grow. After reading, students will complete a Venn diagram to compare radishes and carrots. They write at least two similarities and two differences between the two vegetables. Students may choose to complete this activity with a partner or individually.
- Teach students how to pronounce frequently occurring suffixes and inflections (-ed, -s, -ing, re-, -less, un-, pre-, ful-). Teach students about root words and inflectional endings (-s, -ed, -ing). Use Foundations Unit 10 to introduce how to segment and blend multi-syllable words, how to identify the base word and suffix, how to add suffixes to base words and how to read those same words. Conduct discussions about the meaning of words when the suffix or inflection changes. Use Foundations Units 6, 10 and 13 to practice sounding out words with inflectional endings as well as identifying the base words. Use the assessments for each Unit to monitor student understanding and progress throughout the year.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • One on one or small group guidance for learning new strategies • Allow students to use a tablet or computer to play games that reinforce skills being taught in class (nonfiction books, key details, fluency, etc.) • Complete a KWL Chart with the student. • Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down 	<ul style="list-style-type: none"> • Allow students to read independently when their work is complete • Allow students to use a tablet or computer to play games that enrich skills being taught in class (nonfiction books, headings, table of contents, etc.) • They can buddy read, after they both have completed their work
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Leveled Readers • Guided reading resources (Fountas & Pinnell) • Foundations: Wilson Language Program Level 1 	<ul style="list-style-type: none"> • Small guided reading groups • Independent reading assessment • Teacher observation
Suggested Websites	Suggested Materials

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- www.abcya.com
- www.brainpopjr.com
- www.justbooksreadaloud.com (read aloud books)
- <http://www.sheppardsoftware.com>
- www.starfall.com
- www.storylineonline.com (read aloud books)
- www.the-best-childrens-books.org

- *Martin's Big Words* by Doreen Rappaport
- *Sharks!* by Anne Schreiber
- *A World of Birds* by Sylvia M. James
- *Where Do Animals Live?* By Linette Ellis Mathewson
- *A Pumpkin Grows* by Linda D. Bullock
- *Caterpillars* by Robyn Green
- *Penguins are Waterbirds* by Sharon Taberski
- *Growing Radishes and Carrots* by Faye Bolton and Diane Snowball
- *Spiders* by Esther Cullen
- *Meet the Octopus* by Sylvia M. James
- *Dolphins* by Sylvia M. James
- *Reading Nonfiction* on Brainpop Jr

Standards

- 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.
- 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.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 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 and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Cross-Curricular Connections

21st Century Skills:

CRP1: Act as a responsible and contributing citizen and employee.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

SEL: Utilize positive communication and social skills to interact effectively with others.

Technology:

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8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

8.1.2.B.1 : Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1: Develop an understanding of ownership of print and non-print information.

Science: 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Social Studies: 6.1.4.D.12. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and the other regions of the United States contributed to the American national heritage. (Use texts about presidents and other historical figures to teach about informative texts.)

Writing Unit: Launching Writers' Workshop		Pacing Guide: September- October
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What is Writer's Workshop? • What are the routines of Writer's Workshop? • How do writers work independently during Writer's Workshop? 	<ul style="list-style-type: none"> • I can be a part of a community of writers. • I can learn and follow the routines of Writer's Workshop. • I can practice strategies to be a better writer so I can work independently. 	<ul style="list-style-type: none"> • As a whole class, review procedures of Writer's Workshop. Students will be able to apply what they have learned about writing and Writer's Workshop to engage in an independent writing assignment. Students will write a narrative about an activity or an experience they had over their summer break. They will write and draw a picture to go with it. Observe their writing habits. Students should be able to write in complete sentences with correct punctuation marks. They should include at least one event in their story. Student writing should include capital letters at the beginning of each sentence. Student writing will be assessed using a checklist or anecdotal notes. (SL.1.6, L.1.1.A, L.1.2.B, RF.1.1)
Suggested Activities		
<ul style="list-style-type: none"> • What is a writer? Read aloud a book such as <i>Library Mouse</i> by Daniel Kirk. Discuss how a writer is someone who shares stories or information. Everyone can be a writer and they will become writers this year. • Introduce and practice procedures for Writer's Workshop such as coming to the carpet for a mini-lesson and then engaging in writing activities. Describe what Writer's Workshop should look and sound like in our classroom. Discuss what the teacher will be doing and what 		

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students will be doing for the Minilesson, Writing Time and Sharing Time!

- Model and discuss ‘two-inch’ voices or how to use whisper voices during Writer’s Workshop.
- Model and discuss how to share with their peers. Use the ‘Turn and Talk’ method, Buzz Groups or another peer conversation method.
- Learn how to utilize student writing folders and where to store them.
- What do writers do? What do writers write about? Why do writers write?- Discuss and answer these questions in separate lessons.
- Oral storytelling. Have students practice telling their stories to a peer before actually writing.
- Pictures tell a story. Discuss how writers are also illustrators and that the pictures help to tell the story just as much as the words. Utilize books such as *Chalk* by Bill Thomson and *The Dot* by Peter H. Reynolds.
- Learn about capitalization and punctuation. Read a book to teach this skill. For example, read *Punctuation Takes a Vacation* by Robin Pulver or *There is a Bird on Your Head!* by Mo Willems. These books show students the importance of punctuation and what a book would be like without any. Have students focus on using punctuation in their writing for the day.
- Practice correctly writing upper and lower case letters. Have students practice proper letter formation by writing on paper, writing on a dry erase board, using yarn to make the letters, or writing the letters in sand. You may also view *Capital and Lowercase* on Brainpop Jr. <https://jr.brainpop.com/readingandwriting/sentence/capitalandlowercase/>
- Learn about complete and incomplete sentences. Conduct a mini-lesson on this skill by modeling incomplete sentences and explain that it must share a complete idea. You could say sentences orally, write them on the board, or have sentence strips cut up and the kids have to decide if they are complete sentences or not. You could also play a game where students are given one part of a sentence and they must find their partner with the rest of their sentence. Practice by applying this skill to their writing.

Reinforcement	Enrichment
<ul style="list-style-type: none"> ● Small group instruction and guidance for independent writing. ● One on one instruction and guidance for independent writing. ● Students can draw their picture before beginning their writing. ● Students can bring in an object from home to help give them ideas. ● Give students options of a topic if they are having a hard time remembering something from summer (first day of school, hobby, getting a pet, etc.). 	<ul style="list-style-type: none"> ● Peer to peer editing and revising. ● Make sure the student has added sufficient details to the middle of their narrative. ● Students can add an engaging beginning sentence to their narrative. ● Students can add an exciting ending to their narrative.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● <i>Getting to the Core of Writing: Essential Lessons for Every First Grade Student</i> by Richard Gentry, Jen McNeel and Vickie Wallace-Nesler ● <i>Beginning Writing</i> by Samantha Kelly ● Student writing folders 	<ul style="list-style-type: none"> ● Teacher observations ● Student writing folders ● Writing conference

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Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.abeya.com/word_clouds.htm • www.brainpopjr.com (writing and grammar) • www.the-best-childrens-books.org 	<ul style="list-style-type: none"> • <i>Library Mouse</i> by Daniel Kirk • <i>Chalk</i> by Bill Thomson • <i>The Dot</i> by Peter H. Reynolds • <i>Howard B. Wigglebottom Learns to Listen</i> by Howard Binkow • <i>Too Much Noise</i> by Ann McGovern • <i>Punctuation Takes a Vacation</i> by Robin Pulver. • <i>There is a Bird on Your Head!</i> by Mo Willems • <i>Arthur Writes A Story</i> by Marc Brown • <i>Rocket Writes A Story</i> by Tad Hills • Writer’s Workshop Anchor Chart (Look, Sound, Feel) • <i>Capital and Lowercase</i> on Brainpop Jr. • Chart paper • Markers
Standards	
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p style="padding-left: 20px;">A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">A. Print all upper- and lowercase letters.</p> <p style="padding-left: 20px;">B. Use common, proper, and possessive nouns.</p> <p style="padding-left: 20px;">C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p style="padding-left: 20px;">D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">F. Use frequently occurring adjectives.</p> <p style="padding-left: 20px;">G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p style="padding-left: 20px;">H. Use determiners (e.g., articles, demonstratives).</p> <p style="padding-left: 20px;">I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p style="padding-left: 20px;">J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">A. Capitalize dates and names of people.</p> <p style="padding-left: 20px;">B. Use end punctuation for sentences.</p> <p style="padding-left: 20px;">C. Use commas in dates and to separate single words in a series.</p> <p style="padding-left: 20px;">D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p style="padding-left: 20px;">E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation</p>	
Cross-Curricular Connections	

FIRST GRADE LANGUAGE ARTS CURRICULUM

21st Century Skills: CRP6: Demonstrate creativity and innovation.

Technology: 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

SEL: Utilize positive communication and social skills to interact effectively with others.

Social Studies: 6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

(Use this to explain that narratives vary based on the storyteller and their experiences, beliefs and perspectives)

Writing Unit: Writing Personal Narratives		Pacing Guide: October– December
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What is a personal narrative? • How do writers get ideas for small moment stories? • How do writers revise their stories? • How do writers discuss their writing with a partner? • How can I spell unknown words? • How do writers get their writing ready to publish? 	<ul style="list-style-type: none"> • I can tell and write a story about a real moment from my own life. • I can think of a small moment topic on my own. • I can organize my writing into a beginning, middle and end. • I can improve my writing by revising and editing. • I can engage in conversation with my peers about our writing. • I can use strategies, like tapping out, to help me spell unknown words. • I can publish my writing and share with 	<ul style="list-style-type: none"> • As a whole group, ask students to recall something that happened to them or something that they do. Model how to choose a small moment from those topics. Have a few students share their ideas. Students will write a small moment story based on their personal experience. Use the writing paper provided by the teacher. Students should be able to write in complete sentences and include capitalization at the beginning of a sentence, for names and dates and include correct punctuation. They should include at least two, appropriately sequenced, events with details for each one. Their writing will include temporal words to signify the order of events and a sense of closure. Student writing should display the use of adjectives, and personal, possessive, indefinite pronouns and an understanding of singular and plural nouns with matching verbs. Student writing should also include proper use of common, proper, and possessive nouns. Students will peer revise with a classmate and add suggestions to their writing when appropriate. Writing will be graded using a grade level rubric. (W.1.3, W.1.5, W.1.8, L.1.1.B, L.1.1.C, L.1.1.D, L.1.2.A)

FIRST GRADE LANGUAGE ARTS CURRICULUM

	my peers.	
Suggested Activities		
<ul style="list-style-type: none"> ● Discuss the meaning of a personal narrative. Explain that a personal narrative tells a story about a real moment from your life. Read a book such as <i>The Snowy Day</i> by Ezra Jack Keats. Spend time reading personal narratives and take the time to notice what the author includes in the story. ● Explain how to choose a topic for a small moment story. Discuss ‘watermelon topics’. The big idea acts as a ‘watermelon’ and inside that watermelon are ‘seeds’ or small moments. They need to pick one seed. Read the book <i>Night of the Veggie Monster</i> by George McClements or <i>Roller Coaster</i> by Marla Frazee. ● Discuss how personal narratives have a beginning, middle and end. Read the book <i>Knuffle Bunny</i> by Mo Willems and <i>Fireflies</i> by Julie Brinckloe. Learn how to add beginning and ending sentences to stories. ● Discuss how personal narratives answer the questions: who, what, when and where. Model how to answer these questions when writing a narrative. Have students practice by answering these questions before they begin writing. ● Have students practice orally telling narrative stories to peers before they begin writing. Be sure they include the elements that make a narrative. After, have students practice drawing the pictures for their story before they begin writing. ● Learn how to add details to the events in a story. Have students add how they felt, what they were thinking and any other emotions they had during their experience. Learn how to ‘unfreeze’ the characters and add action words. ● Spend time working on including words that are difficult to spell. ● Model and discuss how to get their books ready to publish. ● Learn about common, proper and possessive nouns. Read a book or watch a video to introduce the topic. For example, have students watch the video <i>Possessive Nouns</i> on Brainpop Jr. https://jr.brainpop.com/readingandwriting/word/possessivenouns/ After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used the different forms of nouns. ● Learn about personal, possessive, and indefinite pronouns. (I, me, my, they, them, etc.) Read a book or watch a video to introduce the concept. For example, read the book <i>The Planet Without Pronouns</i> by Justin Martin. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used the different forms of pronouns. ● Learn about singular and plural nouns with matching verbs. For example, ‘She jumps, They jump’. Read a book or watch a video to introduce the topic. For example, read the book <i>Nouns and Verbs Have a Field Day</i> by Robin Pulver. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used nouns with matching verbs. 		
Reinforcement	Enrichment	
<ul style="list-style-type: none"> ● Small group or one-on-one writing conference. ● Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic. 	<ul style="list-style-type: none"> ● Peer to peer editing and revising. ● Have students add descriptive words to their writing. ● Take their story and create a comic strip, either on paper or online. 	

FIRST GRADE LANGUAGE ARTS CURRICULUM

<ul style="list-style-type: none"> ● Sketch their ideas across the pages before they begin writing. ● Work with a partner and plan their story out loud before writing. ● Give students a picture of something that is familiar to them and they can write a narrative based off of that. ● Provide a framework to help students organize ideas. (Character, Setting, Problem, Solution – Somebody, Wanted, But, So, Then). ● Provide writing prompts and assist students in composing ideas. 	
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● <i>Small Moments: Writing with Focus, Detail and Dialogue</i> by Lucy Calkins ● <i>Personal Narrative</i> by Samantha Kelly ● Student writing folder ● Writing paper 	<ul style="list-style-type: none"> ● Teacher observation ● Student writing folders ● Writing conferences
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● www.abcya.com/word_clouds.htm ● www.brainpopjr.com ● www.the-best-childrens-books.org 	<ul style="list-style-type: none"> ● <i>Night of the Veggie Monster</i> by George McClements ● <i>The Snowy Day</i> by Ezra Jack Keats ● <i>Knuffle Bunny</i> by Mo Willems ● <i>Roller Coaster</i> by Marla Frazee ● <i>Fireflies!</i> by Julie Brinckloe ● <i>Nouns and Verbs Have a Field Day</i> by Robin Pulver ● <i>The Planet Without Pronouns</i> by Justin Martin ● <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst ● <i>I Broke My Trunk</i> by Mo Willems ● <i>The Pout Pout Fish</i> by Deborah Diesen ● <i>Nouns on Brainpop Jr</i> ● <i>Possessive Nouns on Brainpop Jr</i> ● Word wall ● Tablets
Standards	

FIRST GRADE LANGUAGE ARTS CURRICULUM

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 self-reflection, and add details to strengthen writing and ideas as needed.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Cross-Curricular Connections

21st Century Skills: CRP6: *Demonstrate creativity and innovation.*

Technology: 8.1.2.B.1 *Illustrate and communicate original ideas and stories using multiple digital tools and resources.*

SEL: *Utilize positive communication and social skills to interact effectively with others.*

Social Studies: 6.1.4.D.19. *Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. (Use this to explain that narratives vary based on the storyteller and their experiences, beliefs and perspectives)*

Science: 1-LS3-1. *Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.*

Art: *Students will use their illustrations to help the reader visualize the events within their stories. Their pictures should be able to describe the events.*

FIRST GRADE LANGUAGE ARTS CURRICULUM

Writing Unit: Writing Informational Books		Pacing Guide: December- February
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What are informative or nonfiction books? • How do writers write to teach others? • How can I draw pictures to help my reader understand my story? • What is a research paper? 	<ul style="list-style-type: none"> • I can write books to teach others. • I can choose a topic I know a lot about so I can teach others. • I can add labels and other information to my pictures. • I can research a topic, write about it and type it on the computer. 	<ul style="list-style-type: none"> • As a whole group, discuss how to choose a topic to teach about. They must know at least three facts about the topic in order to teach about it. Have students brainstorm, turn and share ideas, then share a few as a whole group. Explain to students that they need to include an opening, a closing and at least three facts with details. Have students work independently to write their informative writing sample. Student writing should display understanding of verbs and verb tense, spelling conventions taught and appropriate use of commas. In addition to writing, students should also include a drawing or visual to describe and clarify the information being taught. (W.1.2, L.1.1.E, L.1.2.C, L.1.2.E, SL.1.5) • Introduce the topic that students will research; conduct research to learn about an animal of their choice. They will go online (may be easier with an older student’s assistance) and research facts about their chosen animal. They will take notes on the topic while researching, write a rough draft, and go to the computer lab to type the final copy. Students will be expected to have at least four facts, an opening and closing, and proper sentence structure. Student writing should display understanding of verbs and verb tense, spelling conventions taught and the use of commas when writing the date and lists. (W.1.6, L.1.1.E, L.1.2.C, L.1.2.E)
Suggested Activities		

FIRST GRADE LANGUAGE ARTS CURRICULUM

- Spend time reading informative or nonfiction books and allow students to take the time to notice what the author includes in the story.
- Discuss facts vs. opinions. Explain that research and informative books include only facts to teach about a topic.
- Explain how to choose a topic for a teaching book. Informative books are meant to teach, so writers need to be experts on their topics. Think of a topic and put up a finger for every fact they can explain about that idea. If there are three or more fingers up, then it is something they can write a lot about. If they cannot think of three facts, they should choose another topic.
- Model how to assemble their informative book.
- Note the various special features of informative books. Discuss the table of contents, headings, glossary and diagrams. Diagrams also include labels and can also be used to teach the reader about the topic.
- Model and discuss how to get their books ready to publish.
- Learn about the appropriate use of commas and what they are for. View *Commas with Adjectives and Lists* on Brainpop Jr <https://jr.brainpop.com/readingandwriting/sentence/commaswithadjectivesandlists/> to introduce the concept, or view *I Use a Comma* on GoNoodle <https://www.youtube.com/watch?v=KeA5anW2BTQ> or read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. As an activity, the teacher could create a 'list' on separate index cards. Have students go up to the front of the class, each holding one word. Students must decide where to insert commas into the sentence.
- Review the spelling conventions learned so far, and learn how to use that knowledge to spell unknown words. Read an appropriate book, for example, *Big Words for Little People* by Jamie Lee Curtis. Discuss how students should be brave enough to try and spell difficult words, and model how they can use all they know to do their best. Have students focus on editing spelling within their writing piece that day.
- Learn about verbs and the different verb tenses (past, present and future). Read a book or watch a video to introduce the concept. For example, view the video *Tenses* on Brainpop Jr. <https://jr.brainpop.com/readingandwriting/word/tenses/> Be sure to explain the difference between past, present and future before watching. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used verb tenses.

Reinforcement	Enrichment
<ul style="list-style-type: none"> ● Small group or one-on-one writing conference. ● Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic. ● Sketch their ideas across the pages before they begin writing. ● Provide a graphic organizer to assist with planning out the ideas for teaching. (Idea web, four square, etc.) ● Assist students with choosing and thinking of a topic. 	<ul style="list-style-type: none"> ● Peer to peer editing and revising. ● Have students add descriptive words to their writing. ● Go back and add labels to their pictures. ● Allow students to independently research a topic they are interested in, write about it and/or present to the class. ● Give students an informational writing menu and they can write about a topic, research it more, and/or present to the class.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● <i>Nonfiction Chapter Books</i> by Lucy Calkins ● <i>Informative Writing</i> by Samantha Kelly 	<ul style="list-style-type: none"> ● Teacher observation ● Student writing folders

FIRST GRADE LANGUAGE ARTS CURRICULUM

<ul style="list-style-type: none"> • Student writing folder • Writing paper 	<ul style="list-style-type: none"> • Writing conferences
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.abcya.com/word_clouds.htm • www.brainpopjr.com (writing and grammar) • www.the-best-childrens-books.org • www.gonoodle.com 	<ul style="list-style-type: none"> • <i>Sharks!</i> by Anne Schreiber • <i>In November</i> by Cynthia Rylant • <i>Deep In The Desert</i> by Rhonda Lucas Donald • <i>Big Words for Little People</i> by Jamie Lee Curtis • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst • <i>I Use a Comma</i> on GoNoodle • <i>Commas with Adjectives and Lists</i> on Brainpop Jr • <i>Tenses</i> on Brainpop Jr • Word Wall • Tablets

Standards

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.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

FIRST GRADE LANGUAGE ARTS CURRICULUM

Cross-Curricular Connections

21st Century Skills

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

SEL- Utilize positive communication and social skills to interact effectively with others.

Technology

8.1.2.A.2 : Create a document using a word processing application.

8.1.2.C.1 : Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using various media formats such as online collaborative tools and social media.

8.1.2.E.1 : Use digital tools and online resources to explore a problem or issue.

Science: *1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.*

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Art: *Students must draw an accurate diagram in order to teach their readers about the topic of their choice. Pictures help to teach just as much as the words.*

Music: *Students are engaging in singing songs to assist in learning and remembering various grammatical skills.*

FIRST GRADE LANGUAGE ARTS CURRICULUM

Writing Unit: Opinion Writing		Pacing Guide: February– April
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What is an opinion? • How can I choose a topic to write about? • How can I persuade my reader to agree with me? • How can I support my opinion? 	<ul style="list-style-type: none"> • I can state my opinion. • I can choose a topic on my own and write about my opinion. • I can persuade my reader. • I can include reasons to support my opinion. 	<ul style="list-style-type: none"> • As a whole group, discuss how to choose an opinion to write about. They must have at least three reasons to support their opinion. Have students brainstorm, turn and share ideas, then share a few as a whole group. Explain to students that they need to include an opening, a closing and at least three supporting reasons with details. Have students work independently to write their persuasive writing sample. Student writing should include the use of adjectives, conjunctions, determiners and prepositions. Student writing should include the use of a variety of sentences such as interrogative, declarative, exclamatory. (W.1.1, L.1.1.F, L.1.1.G, L.1.1.H, L.1.1.I, L.1.1.J) • Students must write a descriptive paragraph about an event. They must state their opinion about that event (did they like it or not) and describe the people, place, and reasons to support their opinion. Students could write about their experience on one of their class trips. Writing should include frequently occurring words and phrases and should include frequently occurring conjunctions (i.e., because). (SL.1.4, L.1.6)
Suggested Activities		
<ul style="list-style-type: none"> • What is an opinion? Explain what an opinion is and explain that is what we think about something or how we feel about something. Our opinions are personal and we do not always agree about them. Read the story, <i>Red is Best</i> by Kathy Stinson. Stop and discuss how she is sharing her opinion about her red items. Spend time reading persuasive books and take the time to notice what the author includes in the story. • Discuss opinion words and how to state an opinion. Model how to state an opinion and add supporting reasons. Play the games ‘Toe the Line’ and ‘Would You Rather?’ • Discuss how opinions can be different because opinions are personal thoughts and feelings. It is ok for opinions to differ from others. Have students practice stating their opinion and writing about it. Make a class graph about their favorite playground equipment. Would they rather play on the monkey bars, swings or slide? It is ok for their answers to differ. It is their opinion. 		

FIRST GRADE LANGUAGE ARTS CURRICULUM

- Model and practice writing opinion pieces using supporting details.
- Continue working on being brave enough to spell domain-specific words (fancy words).
- Model and discuss how to get their books ready to publish.
- Learn about adjectives and how to use them to describe nouns. Watch a video or read a book to teach the concept. For example, watch the video *Adjectives and Adverbs* on Brainpop Jr (just the part on adjectives) <https://jr.brainpop.com/readingandwriting/word/adjectivesandadverbs/> or read the book *If You Were an Adjective* by Michael Dahl. After watching a video or reading the book, instruct students to focus on that skill today and apply it to their writing. Students can share examples of where they used adjectives.
- Learn about conjunctions and when to use them in writing (and, but, or, so, because). Watch a video or read a book to teach the concept. For example, watch the video *SchoolHouse Rock: Conjunction Junction* on YouTube <https://www.youtube.com/watch?v=RPoBE-E8VOc> or read the book *Just Me and 6,000 Rats* by Rick Walton. After watching a video or reading the book, instruct students to focus on that skill and apply it to their writing. Students can share examples of where they used conjunctions.
- Learn about determiners; including demonstratives and articles, and how to use them in writing. Watch a video or read a book to teach the concept. For example, watch the video *The A and An Song* <https://www.youtube.com/watch?v=B8MbH5Wwf5I> on YouTube. After watching a video or reading the book, instruct students to focus on that skill and apply it to their writing. Students can share examples of where they used determiners.
- Learn about prepositions and when/how to use them in writing (during, beyond, toward). Read a book or watch a video to teach the concept. For example, read the book *Around the House the Fox Chased the Mouse* by Rick Walton. Discuss prepositions and how students can use them in their writing. Instruct students to focus on that skill in their writing that day. Students can share examples of where they used prepositions.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Small group or one-on-one writing conference. • Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic. • Sketch their ideas across the pages before they begin writing. • Provide a graphic organizer to assist with planning out the ideas for teaching. (Idea web, four square, etc.) • Assist students with choosing and thinking of a topic. • Provide writing prompts and assist students in composing ideas. 	<ul style="list-style-type: none"> • Peer to peer editing and revising. • Have students add descriptive words to their writing. • Students can research other examples of opinion writing to get ideas. • Give students a persuasive writing menu and they can write about a topic, research it more, and/or present to the class.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • <i>Writing Reviews</i> by Lucy Calkins • <i>Opinion Writing</i> by Samantha Kelly 	<ul style="list-style-type: none"> • Teacher observation • Student writing folders

FIRST GRADE LANGUAGE ARTS CURRICULUM

<ul style="list-style-type: none"> • Student writing folders • Writing paper 	<ul style="list-style-type: none"> • Writing conferences
<p style="text-align: center;">Suggested Websites</p>	<p style="text-align: center;">Suggested Materials</p>
<ul style="list-style-type: none"> • www.brainpopjr.com (writing and grammar) • www.the-best-childrens-books.org • www.youtube.com 	<ul style="list-style-type: none"> • <i>Red is Best</i> by Kathy Stinson • <i>Should There Be Zoos?</i> by Tony Stead • <i>I Wanna Iguana</i> by Karen Kaufman Orloff • <i>School House Rock: Conjunction Junction</i> on YouTube • <i>Around the House the Fox Chased the Mouse</i> by Rick Walton • <i>Just Me and 6,000 Rats</i> by Rick Walton • <i>If You Were an Adjective</i> by Michael Dahl • Tablets
<p style="text-align: center;">Standards</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>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="margin-left: 20px;">A. Print all upper- and lowercase letters.</p> <p style="margin-left: 20px;">B. Use common, proper, and possessive nouns.</p> <p style="margin-left: 20px;">C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p style="margin-left: 20px;">D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">F. Use frequently occurring adjectives.</p> <p style="margin-left: 20px;">G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p style="margin-left: 20px;">H. Use determiners (e.g., articles, demonstratives).</p> <p style="margin-left: 20px;">I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p style="margin-left: 20px;">J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	
<p style="text-align: center;">Cross-Curricular Connections</p>	
<p>21st Century Skills: <i>CRP4: Communicate clearly and effectively and with reason.</i></p> <p>Technology: <i>8.1.2.B.1 : Illustrate and communicate original ideas and stories using multiple digital tools and resources.</i></p> <p>SEL: <i>Utilize positive communication and social skills to interact effectively with others.</i></p> <p>Social Studies: <i>6.1.4.D.8. Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. (Use to explain opinions and as an example about how to write)</i></p> <p>Math: <i>1.MD.C.4 : Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how</i></p>	

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many in each category, and how many more or less are in one category than in another. (Graphing to view how many students would rather play on the swings, slide or monkey bars.)

Art: Students are creating illustrations to support their opinions. They will aid in promoting their argument and supporting their reasoning.

Writing Unit: "How To" Writing		Pacing Guide: April– June
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What is a how to story? • How can I choose a topic? • How can I teach my reader how to do something? • How can I spell tricky words? 	<ul style="list-style-type: none"> • I can write a how to story by explaining the steps to complete a task. • I can choose a topic that I know about. • I can provide my reader with clear directions. • I can use everything I know to help me spell tricky words. 	<ul style="list-style-type: none"> • As a whole group, discuss with students how to create their own How To book. Research different examples of what a How To book is (recipes, directions, etc.), the elements included in that type of book, sequencing words and how important illustrations are. As a class, decide on a topic for students to write their own how-to story (how to build a snowman). Students will write a sequence of instructions and include pictures for each step. Students should be able to write in complete sentences, use correct sentence structure, include an opening and closing, and include correct capitalization and punctuation. They should include at least three sequential steps, details describing each one and use transitional words. Use the writing paper provided by the teacher. Students should be able to write in complete sentences and include correct capitalization and punctuation. They should include appropriate wording to indicate the sequence of events. Their writing should provide a sense of closure. Student writing should display proficient knowledge of conventional spelling for commonly used grade level words. (W.1.7, L.1.2.D)
Suggested Activities		
<ul style="list-style-type: none"> • What is a How To book? Explain that a How To book is written to teach others how to do something. Read the book <i>How to Babysit a Grandpa</i> by Jean Reagen to provide an example of a How To book. • Engage in a sequencing activity to model the importance of a sequence of events. Have students practice explaining how to do various activities by playing the game 'Mingle and Teach'. • Break down writing tasks into manageable steps. First, create a list of items needed to complete their How To topic. Read the book <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson to model this. Then, students must include sequence words and specific language in order for their readers to follow their directions. • Illustrations are just as important as their words. Students must draw pictures that match what each step in their How To book is 		

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describing.

- Provide students with a planning template to assist in writing their books. Model and discuss how to get their books ready to publish. Read the book *How to Teach a Slug to Read* by Susan Pearson.
- Continue working on being brave enough to spell domain-specific words (fancy words). They should take their spelling seriously and use everything they know to spell words. Read the book *Big Words for Little People* by Jamie Lee Curtis.
- Practice and review writing a variety of sentences. Identify when to use question marks, exclamation points and periods. Read a book or watch a video on this concept. For example, view *Types of Sentences* on Brainpop Jr <https://jr.brainpop.com/readingandwriting/sentence/typesofsentences/>, or read the book *Punctuation Celebration* by Elsa Knight Bruno to discuss and introduce the topic. The teacher can also read a text with only statements, and show students that it can be a bit dry. Then, read the same text but include statements, questions and exclamations; note how much more exciting the story is when written that way. Have students go back and include a variety of sentences into their writing. Students will share at the end of the class.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Small group or one-on-one writing conference • Draw some of their ideas on a scrap paper and save them in their writing folders for when they are looking for a new writing topic • Sketch their ideas across the pages before they begin writing. • Provide writing prompts and assist students in composing ideas. 	<ul style="list-style-type: none"> • Peer to peer editing and revising. • Have students add descriptive words to their writing. • Students can follow the directions of a peers How To book to check if they wrote accurate directions.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • <i>How To Writing</i> by Samantha Kelly • Student writing folders • Writing paper 	<ul style="list-style-type: none"> • Teacher observation • Student writing folders • Writing conferences
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.brainpopjr.com (writing and grammar) • www.the-best-childrens-books.org 	<ul style="list-style-type: none"> • <i>How to Babysit a Grandpa</i> by Jean Reagen • <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson • <i>How to Teach a Slug to Read</i> by Susan Pearson • <i>Punctuation Celebration</i> by Elsa Knight Bruno • <i>Big Words for Little People</i> by Jamie Lee Curtis • <i>Types of Sentences</i> on Brainpop Jr • Tablets

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Standards

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).

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Cross-Curricular Connections

21st Century Skills- CRP6: Demonstrate creativity and innovation.

SEL- Utilize positive communication and social skills to interact effectively with others.

Technology- 8.1.2.B.1 : Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Science: 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Art: Students must draw accurate pictures in order to help their reader visualize each step of the How To book. Pictures help to teach just as much as the words.