



ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Grade 1

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



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Educational Technology

Indicators: 8.1.2.A.1, 8.1.2.A.2, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1

- Identify the basic features of a digital device and explain its purpose
- Create a document using a word processing application.
- 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.
- Develop an understanding of ownership of print and nonprint information.
- Use digital tools and online resources to explore a problem or issue.

Career Ready Practices

Indicators: CRP1, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

- Act as a responsible and contributing citizen and employee.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies
- Use critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence



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21st Century Life and Careers

Progress Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.1.4.A.1, 9.1.4.F.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

NJSLS Progress Indicators

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4, W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6,



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Literature

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Reading is a lifelong skill that enhances learning and provides enjoyment.● Reading literature helps readers understand the world and its people.	<ul style="list-style-type: none">● How do people read?● How does a person learn to read?● Why is it important to think while you read?● What strategies do readers use to help them understand what they read?

Knowledge and Skills
<p>Students will be able to:</p> <ul style="list-style-type: none">● Ask and answer questions about key details in a text.● Retell stories, including key details, and demonstrate understanding of their central message or lesson.● Describe characters, settings, and major event(s) in a story, using key details.● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.● Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.● Identify who is telling the story at various points in a text. Integration of Knowledge and Ideas● Use illustrations and details in a story to describe its characters, setting, or events.● Compare and contrast the adventures and experiences of characters in stories.



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Informational

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">• Reading is a lifelong skill that enhances learning and provides enjoyment.• Reading informational text expands our understanding of the world and its people.• Informational texts have specific features that aid in understanding	<ul style="list-style-type: none">• How does reading informational text help us understand our world?• How does understanding a genre’s structure help us to better comprehend what we read?
Knowledge and Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none">• Ask and answer questions about key details in a text.• Identify the main topic and retell key details of a text.• Describe the connection between two individuals, events, ideas, or pieces of information in a text.• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.• 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.• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.• Use the illustrations and details in a text to describe its key ideas.• Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.• Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).• With prompting and support, read informational texts at grade level text complexity or above.	



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Foundational Skills

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Reading with accuracy and fluency aids in comprehension.● Effective readers monitor their understanding of text by adjusting their strategies.● Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.	<ul style="list-style-type: none">● How do we learn to read?● How do we figure out a word we do not recognize?● How does fluency affect reading comprehension
Knowledge and Skills	
<p>Students will be able to:</p> <p>Print Concepts</p> <ul style="list-style-type: none">● Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>Phonological Awareness</p> <ul style="list-style-type: none">● 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.<ul style="list-style-type: none">○ Distinguish long from short vowel sounds in spoken single-syllable words○ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.○ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words○ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>Phonics and Word Recognition</p> <ul style="list-style-type: none">● Know and apply grade-level phonics and word analysis skills in decoding words.<ul 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.	



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- 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.

Fluency

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

Writing Workshop

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Writing is a process used to communicate wants, needs, ideas, and knowledge.● Narrative writing is writing that tells a story.● Writers get their ideas for writing from their own personal experiences and from the world around them.● Opinion writing is a means to express ideas of importance and provide convincing evidence.	<ul style="list-style-type: none">● Where do writers get their ideas?● What are the stories that I can draw, tell or write?● How do I organize my writing in order to teach others?● How do I use writing to communicate my opinions and convince others?



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Knowledge and Skills

Students will be able to:

- 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.
- Write **informative/explanatory** texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- 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.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 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).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Command of the English language is important when speaking and writing. ● Rules and conventions help readers and writers understand what is being communicated 	<ul style="list-style-type: none"> ● How do the rules of language affect communication? ● How does having command of the English language affect our daily lives?



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Speaking and Listening

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Active listening helps us to navigate and understand our world.● There is a structure that governs language, which allows us to communicate our message clearly	<ul style="list-style-type: none">● How do we speak so that others understand our message?● Why is being an active listener important?
Knowledge and Skills	
<ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<ul 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.○ Ask questions to clear up any confusion about the topics and texts under discussion.● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.● Produce complete sentences when appropriate to task and situation.	



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Assessments	Resources
<ul style="list-style-type: none">● Journeys Grab-and-Go! Resources: Standards-based supports organized by lesson, including:<ul style="list-style-type: none">○ Weekly Tests and Answer Keys○ Unit and Benchmark Assessments○ Running Records● Teacher Observation (whole class instruction and/or discussion)● Small-group instruction● Textbook Worksheets● Reader's/Writer's Workshop/Centers● Guided Reading● Rubrics● Quizzes● Journals● Portfolio● Exit Slips● Do-Nows● Graphic Organizers● Homework/Classwork● Anecdotal Notes● Student Conferencing (student-student and student-teacher)● Peer Assessment● Self-Assessment● Computer-Based Assessments:<ul style="list-style-type: none">○ Raz Kids	<p>Textbook: Houghton Mifflin Harcourt: Journeys ©2017</p> <ul style="list-style-type: none">● Teacher Edition and Teacher ebook● Leveled Readers/Lesson Plans● Audio Hub● Big Books● Biliteracy/Spanish Resources● Blend-It Books● Close Reader● Combination Classroom Planning Guide● Common Core ELA Exemplar Resource● Decodable Readers● Focus Walls● Grab-and-Go! Resources● HMH in the News● Instructional Cards● Interactive Whiteboard Lessons● iRead Videos● Literacy and Language Guide● Parent Resource● Projectables● Quick Start Pacing Guide● Reader's Notebook● Trade Books● Video Hub● Writing Handbook● Anchor Charts● Units of Study in Opinion, Information, and Narrative Writing, Grade 1 (Calkins)



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- [Raz Kids](#)

Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> • Menu activities • Extra time for assigned tasks • Multi-sensory approach to instruction, assignments, and activities • Adjust length of assignment • Multiple response strategies • Repeat, clarify, or reword directions • Small group instruction • Read directions aloud • Consistent routine • Mini-breaks between tasks • Provide warning for transitions • Frequent feedback • Modify/Diversify resources (ex: Newsela) • Modify level of learning tasks 	<ul style="list-style-type: none"> • Frequent feedback • Modify/Diversify resources (ex: Newsela) • Modify level of learning tasks • Menu activities • Adjust length of assignment • Extension activities • High-level thinking and analysis questions and discussions • Independent student options • Advanced vocabulary opportunities 	<ul style="list-style-type: none"> • Scholastic Magazine • The <i>Journeys</i> reading program integrates cross-curricular connections in the following domains: math, the arts, civics, community life, cultures, Earth science, health and safety, life science, recreation and travel, social relationships, and values.