BOGOTA PUBLIC SCHOOLS
Bogota, New Jersey

English

Grade 1

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Grade 1

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Reading

Key Ideas and Details

1. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.
Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
Speaking and Listening

Comprehension and Collaboration

1. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Language

Conventions of Standard English

1. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
6. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
English: Grade 1

COURSE OUTLINE:

The following curriculum areas and instructional activities should be utilized during the course of study:

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td><strong>Key Ideas and Details:</strong>**</td>
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<tr>
<td>Students Will:</td>
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<tr>
<td>RL.1.1 Ask and answer questions about key details in a text.</td>
<td>1. Participate in Guided Reading groups</td>
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<tr>
<td>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Complete Literacy Centers that incorporate reading, retelling, describing story elements</td>
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<tr>
<td>RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.</td>
<td>3. Read GR level texts</td>
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<tr>
<td><strong>Craft and Structure:</strong></td>
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<tr>
<td>Students Will:</td>
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<tr>
<td>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td>1. Participate in Guided Reading groups</td>
</tr>
<tr>
<td>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.</td>
<td>2. Complete Literacy Centers that incorporate reading, comparing texts, identifying the author and purpose</td>
</tr>
<tr>
<td>RL.1.6 Identify who is telling the story at various points in a text.</td>
<td>3. Read GR level texts</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas:</strong></td>
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<tr>
<td>Students Will:</td>
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<tr>
<td>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>1. Participate in Guided Reading groups</td>
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<tr>
<td>RL.1.8 Not applicable to literature)</td>
<td>2. Complete Literacy Centers that incorporate identifying and comparing story elements of different texts</td>
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<tr>
<td>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</td>
<td>3. Read GR level texts</td>
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<tr>
<td><strong>Range of Reading and Level of Text Complexity:</strong></td>
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<tr>
<td>Students Will:</td>
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<tr>
<td>RL.10 With prompting and support read and comprehend stories and poetry at grade level text complexity or above.</td>
<td>1. Participate in Guided Reading groups</td>
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<td>2. Read grade level texts/poetry</td>
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</table>
### Reading Standards for Informational Text

#### Key Ideas and Details:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</table>
| RI.1.1 Ask and answer questions about key details in a text. | 1. Participate in Guided Reading groups  
2. Complete Literacy Centers that incorporate reading, retelling, locating information  
3. Read GR level texts |
| 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. | |

#### Craft and Structure:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</table>
| RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 1. Participate in Guided Reading groups  
2. Complete Literacy Centers that incorporate reading, locating information through parts of a book, using illustrations to gain information  
3. Read GR level texts |
| 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. | |

#### Integration of Knowledge and Ideas:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</table>
| RI.1.7 Use the illustrations and details in a text to describe its key ideas. | 1. Participate in Guided Reading groups  
2. Complete Literacy Centers that incorporate reading, locating information through parts of a book, using illustrations to gain information and author's purpose  
3. Read GR level texts |
| 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). | |

#### Range of Reading and Level of Text Complexity:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</td>
<td>1. Read grade level texts</td>
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<tr>
<td>Reading Standards for Foundational Skills</td>
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<tr>
<td><strong>Print Concepts:</strong></td>
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<tr>
<td>Students Will:</td>
<td>Suggested Activities</td>
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</table>
| RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten Foundation skills. | 1. Read with a finger under each sound/word  
2. Use "Sentence Man" to identify and mark capital and punctuation in sentences |
| a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  |
| **Phonological Awareness:**             |  |
| Students Will:                          | Suggested Activities |
| RF.1.2 Demonstrate understanding 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 | 1. Tap letter-sound correspondence  
2. Orally blend sounds  
3. Clap syllables |
| 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). |  |
| **Phonics and Words Recognition:**     |  |
| Students Will:                          | Suggested Activities |
| RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. | 1. Tap sounds, digraphs, welded sounds, vowel teams  
2. Mark up sounds, digraphs, welded sounds and vowel teams in sentences  
3. Clap syllables to determine parts  
4. Use magnetic letter boards  
5. Use dry erase boards |
| 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.

### Reading Standards for Foundational Skills
### Fluency:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td><strong>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</strong></td>
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<tr>
<td>a. Read grade-level text with purpose and understanding.</td>
<td>1. Participate in Guided Reading groups</td>
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<tr>
<td>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</td>
<td>2. Read orally to class/group</td>
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<tr>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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## Writing Standards
### Text Types and Purposes:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</table>
| 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. | 1. Use writing process to create pieces  
2. Use graphic organizers  
3. Write and illustrate opinion piece  
4. Write and illustrate a narrative using time order words  
5. Write and illustrate informative text in GR group using a Non-Fiction book on GR level |
| W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | |
| W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | |

## Writing Standards
### Production and Distribution of Writing:

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<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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| W.1.4 (Begins in grade 3) | 1. Participate in writing process  
2. Turn and talk with peers  
3. Use graphic organizers  
4. Peer edit  
5. Conference with peer editor and teacher  
6. Produce a writing piece on the computer and publish |
| 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.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |

## Writing Standards
### Research to Build and Present Knowledge:

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<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</table>
| 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). | 1. Participate in writing process  
2. Share orally sequence of experiences  
3. Use time order words to produce a written How To piece  
4. Use graphic organizers to plan writing |
| W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| W.1.9 (Begins in grade 4) | |

## Writing Standards
### Range of Writing:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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<tr>
<td>W.1.10 Begins in Grade 3</td>
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### Language Standards

#### Conventions of Standard English:

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<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</table>
| L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 1. Practice forming all upper and lower case letters correctly  
2. Write sentences to respond to prompts  
3. Mark up sentences to identify nouns, verbs, capitals and punctuation  
4. Tap out and spell unknown grade level words |
| 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. | |
| 1. Capitalize dates and names of people. | |
| 2. Use end punctuation for sentences. | |
| 3. Use commas in dates and to separate single words in a series. | |
| 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | |
| 5. Spell untaught words phonemically, drawing on phonemic awareness and spelling conventions. | |

### Language Standards

#### Knowledge of Language:

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<th>Students Will:</th>
<th>Suggested Activities</th>
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<tr>
<td>L.1.3 Begins in Grade 2</td>
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**Language Standards**

**Vocabulary Acquisitions and Use:**

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<th>Students Will:</th>
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**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.

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

- 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.

**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., because).

1. Circle context clues in sentences that help with unknown words
2. Highlight affixes to help determine meaning
3. Sort categories of nouns into groups—similarities detailed
4. Illustrate pictures and use adjectives to describe and detail actions
### Speaking and Listening
#### Comprehension and Collaboration:

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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<tr>
<td>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 3. 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). 4. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 5. Ask questions to clear up any confusion about the topics and texts under discussion.</td>
<td>1. Participate in group discussions in all content areas—using Scholastic News, Studies Weekly and Science Spin 2. Discuss topics in small groups and share reactions/information with whole group 3. Use Smart Panel to read/listen to information and discuss—identifying and locating information in text</td>
</tr>
<tr>
<td>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.</td>
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### Speaking and Listening
#### Presentation of Knowledge and Ideas:

<table>
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<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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<tr>
<td>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6 Produce complete sentences when appropriate to task and situation.</td>
<td>1. Share Student of the Week posters, show and tell 2. Read a chosen favorite book to the class as part of Student of the Week</td>
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### 21st Century Life and Career Skills Overview

<p>| Career Ready Practices: |<br />
|-------------------------|---|
| All educators in all content areas should develop the following in their students: |<br />
| <strong>CRP1</strong> Act as a responsible and contributing citizen and employee. |<br />
| <strong>CRP2</strong> Apply appropriate academic and technical skills. |<br />
| <strong>CRP3</strong> Attend to personal health and financial well-being. |<br />
| <strong>CRP4</strong> Communicate clearly and effectively and with reason. |<br />
| <strong>CRP5</strong> Consider the environmental, social and economic impacts of decisions. |<br />
| <strong>CRP6</strong> Demonstrate creativity and innovation. |<br />
| <strong>CRP7</strong> Employ valid and reliable research strategies. |<br />
| <strong>CRP8</strong> Utilize critical thinking to make sense of problems and persevere in solving them. |<br />
| <strong>CRP9</strong> Model integrity, ethical leadership and effective management. |<br />
| <strong>CRP10</strong> Plan education and career paths aligned to personal goals. |<br />
| <strong>CRP11</strong> Use technology to enhance productivity. |<br />
| <strong>CRP12</strong> Work productively in teams while using cultural global competence. |</p>
<table>
<thead>
<tr>
<th>9.1 Personal Financial Literacy</th>
<th>By the End of Grade 4:</th>
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<tbody>
<tr>
<td><strong>Strand A – Income &amp; Careers</strong></td>
<td>9.1.4.A.1 – Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 – Identify potential sources of income. 9.1.4.A.3 – Explain how income affects spending and take-home pay.</td>
</tr>
<tr>
<td><strong>Strand B – Money Management</strong></td>
<td>9.1.4.B.1 – Differentiate between financial wants and needs. 9.1.4.B.2 – Identify age-appropriate financial goals. 9.1.4.B.3 – Explain what a budget is and why it is important. 9.1.4.B.4 – Identify common household expense categories and sources of income. 9.1.4.B.5 – Identify ways to earn and save.</td>
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<tr>
<td><strong>Strand C – Credit &amp; Debt Management</strong></td>
<td>9.1.4.C.1 – Explain why people borrow money and the relationship between credit and debit. 9.1.4.C.2 – Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages). 9.1.4.C.3 – Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.4.C.4 – Determine the relationship among income, expenses, and interest. 9.1.4.C.5 – Determine personal responsibility related to borrowing and lending. 9.1.4.C.6 – Summarize ways to avoid credit problems.</td>
</tr>
<tr>
<td><strong>Strand E – Becoming a Critical Consumer</strong></td>
<td>9.1.4.E.1 – Determine factors that influence</td>
</tr>
</tbody>
</table>
consumer decisions related to money. 
9.1.4.E.2 – Apply comparison-shopping skills to purchasing decisions.

<table>
<thead>
<tr>
<th>Strand F – Civic Financial Responsibility</th>
<th>By the End of Grade 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.4.F.1 – Demonstrate an understanding of individual financial obligations and community financial obligations.</td>
<td></td>
</tr>
<tr>
<td>9.1.4.F.2 – Explain the role of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand G – Insuring and Protecting</th>
<th>By the End of Grade 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.4.G.1 – Describe how valuable items might be damaged or lost and ways to protect them.</td>
<td></td>
</tr>
<tr>
<td>9.2 Career Awareness, Exploration, and Preparation</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Strand A – Career Awareness</strong></td>
<td><strong>By the End of Grade 4:</strong></td>
</tr>
<tr>
<td>9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</td>
<td></td>
</tr>
<tr>
<td>9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.</td>
<td></td>
</tr>
<tr>
<td>9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</td>
<td></td>
</tr>
<tr>
<td>9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades law the foundation for future academic and career success.</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONAL STRATEGIES

Strategies to Accommodate Gifted and Talented Students

- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem-solving.
- Invoke multiple intelligences and Bloom’s Revised Taxonomy in higher-ordered thinking skills in all areas of curriculum.
- Vary instructional groupings.
- Invoke real life problems that students can identify with.
- Explore curriculum objectives in greater depth.
- Provide ample examples.
- Invoke technological resources.
- Invoke multi-media resources.

Strategies to Accommodate English Language Learners

- Provide additional instructions.
- Extend time for assignment completion.
- Shorten assignments
- Provide repeated reviews and drills using varied teaching strategies.
- Read directions, text to students as needed.
- Note taking assistance
- Reading strategies (peer, guided, small group)
- Provide outlines
- Increase verbal response time/opportunity to respond orally.
- Encourage student to verbalize steps needed to complete task to check understanding.
- Have the students do hands-on activities.
- Vary instructional grouping (individual, pair and small groups)
- Pair ELL students with bilingual speakers.
- Model and verbalize processes used to solve problems.
- Use visual diagrams such as pictures, guess and check and/or tables.
- Role-play and act out.
- Be aware of differences in algorithms (Mathematics).

Suggested activities to differentiate instruction

- Incorporate flashcards, note outlines, review guides
- Use different tactile materials for activities
- Use picture/power point presentations to engage learners
- Model appropriate behavior
- Demonstrate what is expected
- Break problems into smaller parts and outline possible solutions
- Tell the students what is expected before the task is given
- Make sure the student is focused on the task at hand
- Give multiple completion options for assignments.
- Give students a choice of projects
• Use partners and small groups

MATERIALS/ENVIRONMENT

• Use assignments, notebooks and prompts.
• Help student keep a journal for reflections, review, questions
• Underline key words/phrases in directions, charts, etc.
• Use hands-on materials for concrete development.

ASSESSMENTS

• Modified tests
• Modified test/alternative assessments Ex. True/False, fill in the blanks, matching, short essay.
• Allow modifications of time, scheduling or administration of testing.
• Read directions, test to students as needed.
• Grade on effort, participation and improvement.
# PROGRAM MODIFICATIONS & ADAPTATIONS

## Modifications/Adaptations for General Education & Special Education Classes

This list represents possible accommodation and modifications for students with special needs. Please refer to individual IEPs for student specific accommodations and modifications.

### Environment:
- Preferential Seating
- Clear Work Area
- Other (specify)

### Material/Books/Equipment:
- Alternate Text
- Consumable Workbooks
- Modified Worksheets
- Calculator
- Tape Recorder
- Supplementary Visuals
- Large Print Text
- Manipulatives
- Access to computer
- Assistive Device: (specify)_____________________
- Other: (specify) ________________________________

### Instructional Strategies:
- Check Work in Progress
- Immediate Feedback
- Pre-teach Content
- Extra Drill/Practice
- Review Sessions
- Have Student Restate Info
- Review Directions
- Use Manipulatives
- Modified Content
- Provide Lecture Notes/Outline
- Assign Study Partner
- Monitor Assignments
- Provide Models
- Computer Assisted Instruction
- Repeat Instructions
- Multi-Sensory Approach
- Highlight Key Words
- Oral Reminders
- Display Key Vocab
- Visual Reinforcement
- Pictures/Charts
- Visual Reminders
- Mimic Clues/Gestures
- Concrete Examples
- Use Mnemonics
- Personalized Examples
- Use Vocab Word Bank
- Support Auditory Presentations with Visuals
- Other: (specify) ______________________

### Organization:
- Provide Study Outlines
- Desktop List of Tasks
- List Sequential Steps
- Post Routines
- Post Assignments
- Give One Paper at a Time
- Folders to Hold Work
- Pencil Box for Tools
- Pocket Folder for Work
- Assignment Pad
- Daily Assignment List
- Daily Homework List
- Worksheet Format
- Extra Space for Work
- Assign Partner
- Assistive Device:_______________________________
- Other: (specify) __________________________

### Tests/Quizzes/Time:
- Prior Notice of Test
- Preview Test Procedures
- Test Study Guides
- Simplify Test Wording
- Oral Testing
- Shortened Tasks
- Limited Multiple Choice
- Hands-on Projects
- Reduced Reading
- Alternative Tests
- Objective Tests
- Extra Credit Options
- Extra Time-Written Work
- Extra Time-Tests
- Extra Time-Projects
- Extra Response Time
- Modified Tests
- Test Read
- Pace Long Term Projects
- On Computer
- Rephrase Test Questions/Directions
- Other:__________________________________

### Grading:
- No Spelling Penalty
- No Handwriting Penalty
- Grade Effort + Work
- Grade Improvement
- Course Credit
- Base Grade on IEP
- Base Grade on Ability
- Modify Grades
- Pass/Fail
- Audit Course
- Other: (specify)__________________________________

### Behavior Management/Support:
- Daily Feedback to Student
- Chart Progress
- Behavior Contract
- Positive Reinforcement
- Collect Baseline Data
- Parent/Guardian Sign Homework
- Set/Post Class Rules
- Parent sign Behavior Chart
- Cue Expected Behavior
- Structure Transitions
- Break Between Tasks
- Proximity/Touch Control
- Contingency Plan
- Time Out from Positive Reinforcement
- Other: (specify)_______________________________
English

PROFICIENCY LEVELS

This curriculum is appropriate for all students in Grade 1.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal methods of assessment that include, but are not limited to, the following:

**Formal**

- Teacher-created worksheets/tests/quizzes
- Worksheets from publishers
- Assessment checklists
- Work samples
- District Created Assessment

**Informal**

1. Small group and class discussions
2. Class participation
3. Cooperative group work
4. Projects
5. Teacher observation
6. Reading, writing, listening and speaking activities/tasks
7. Journal
8. Labs

**Teacher/Curriculum Assessment**

This is a living document. Teachers are encouraged to make suggestions for improving and changing the curriculum to the Director of Curriculum on an ongoing basis.
RESOURCES

A. Guest Speakers

Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

B. Technology

Students shall use computers for independent review, research, and enrichment. Teachers shall also use appropriate technology to enhance their lessons. The following are some suggested websites.

www.discovery.com
www.scilinks.org
http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm#evobio

C. Supplies and Materials

1. Technology- computer, internet, digital projector
2. Lab Equipment- Microscope & supplies, Forensic Science Crime Kits & supplies
3. Video equipment
4. Trade books for classroom library/instruction
5. Notebooks
6. Craft supplies-Markers, colored pencils, crayons, variety of paper, scissors
7. Journals

D. Textbooks

E. Supplemental Material
METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the curriculum may be implemented and facilitated:

- Print rich environment
- Whole class instruction
- Small group instruction
- Guided reading in the content area
- Cooperative learning groups
- Individual assignments
- Technology-aided instruction
- Laboratory investigations

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment learning activities through the year. The following are suggestions, not limitations:

1. Projects
2. Guest Speakers
3. Field Trips
4. Supplemental laboratory experiments
5. Film Viewing and Reflection

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

INTERDISCIPLINARY INSTRUCTION

The above curriculum has numerous possibilities for interdisciplinary connections. These content areas can be connected with Visual and Performing Arts, comprehensive Health and Physical Education, Mathematics, Social Studies and Technology and Career Education.
Scope and Sequence

The following is a brief outline of course content to be covered. Each unit will include textbook reading, PowerPoint Notes, lab activities, related video, teacher demonstration, and other appropriate activities.

**September**
- Fundations Units 1 & 2
- Launching Writers’ Workshop
- Readers build good habits

**October**
- Fundations Units 3 & 4
- Writing Small Moments
- Readers read for understanding

**November**
- Fundations Unit 5
- Writing Personal Narrative
- Readers decode unknown words

**December**
- Fundations Unit 6
- Writing How – To
- Characters, setting, sequence

**January**
- Fundations Unit 7
- Author study—writing
- Non fiction reading

**February**
- Fundations Unit 8 & 9
- Non-Fiction writing
- Reading for comprehension

**March**
- Fundations Unit 10
- Writing from research
- Read across genres

**April**
- Fundations Unit 11
- Persuasive writing
- Dramatizing characters

**May**
- Fundations Units 12 & 13
• Opinion writing
• Deepening comprehension in reading groups

June
• Fundations Unit 14
• Poetry
• Content area reading
<table>
<thead>
<tr>
<th>Gifted and Talented</th>
<th>English Language Learners</th>
<th>Students with Disabilities</th>
<th>Students at Risk of School Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(content, process, product and learning environment)</td>
<td>Modifications for Classroom</td>
<td>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</td>
<td>Modifications for Classroom</td>
</tr>
<tr>
<td>Extension Activities</td>
<td>Modifications for Homework/Assignments</td>
<td>Modifications for Classroom</td>
<td>Pair visual prompts with verbal presentations</td>
</tr>
<tr>
<td>Conduct research and provide presentation of cultural topics.</td>
<td>Modified Assignments</td>
<td>Pair visual prompts with verbal presentations</td>
<td>Ask students to restate information, directions, and assignments.</td>
</tr>
<tr>
<td>Design surveys to generate and analyze data to be used in discussion.</td>
<td>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</td>
<td>Ask students to restate information, directions, and assignments.</td>
<td>Repetition and practice</td>
</tr>
<tr>
<td>Debate topics of interest / cultural importance.</td>
<td>Extended time for assignment completion as needed</td>
<td>Repetition and practice</td>
<td>Model skills / techniques to be mastered.</td>
</tr>
<tr>
<td>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</td>
<td>Highlight key vocabulary</td>
<td>Extended time to complete class work</td>
<td>Extended time to complete class work</td>
</tr>
<tr>
<td>Exploration of art and/or artists to understand society and history.</td>
<td>Use graphic organizers</td>
<td>Provide copy of classnotes</td>
<td>Provide copy of classnotes</td>
</tr>
<tr>
<td>Implement RAFT Activities as they</td>
<td></td>
<td>Preferential seating to be mutually determined by the student and teacher</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student may request to use a computer to complete assignments.</td>
</tr>
</tbody>
</table>
## Curriculum Addendum: *English Language Arts*

### Grade Band: *Grade 1*

<table>
<thead>
<tr>
<th>Anchor Activities</th>
<th>determined by the student and teacher</th>
<th>Establish expectations for correct spelling on assignments.</th>
<th>Establish expectations for correct spelling on assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Higher Level Questioning Techniques</td>
<td>Student may request to use a computer to complete assignments.</td>
<td>Extra textbooks for home.</td>
<td>Extra textbooks for home.</td>
</tr>
<tr>
<td>Provide assessments at a higher level of thinking</td>
<td>Establish expectations for correct spelling on assignments.</td>
<td>Student may request books on tape / CD / digital media, as available and appropriate.</td>
<td>Student may request books on tape / CD / digital media, as available and appropriate.</td>
</tr>
<tr>
<td></td>
<td>Extra textbooks for home.</td>
<td>Assign a peer helper in the class setting</td>
<td>Assign a peer helper in the class setting</td>
</tr>
<tr>
<td></td>
<td>Student may request books on tape / CD / digital media, as available and appropriate.</td>
<td>Provide oral reminders and check student work during independent work time</td>
<td>Provide oral reminders and check student work during independent work time</td>
</tr>
<tr>
<td></td>
<td>Assign a peer helper in the class setting</td>
<td>Assist student with long and short term planning of assignments</td>
<td>Assist student with long and short term planning of assignments</td>
</tr>
<tr>
<td></td>
<td>Provide oral reminders and check student work during independent work time</td>
<td>Encourage student to proofread assignments and tests</td>
<td>Encourage student to proofread assignments and tests</td>
</tr>
<tr>
<td></td>
<td>Assist student with long and short term planning of assignments</td>
<td>Provide regular parent/ school communication</td>
<td>Provide regular parent/ school communication</td>
</tr>
</tbody>
</table>
**Curriculum Addendum: English Language Arts**

**Grade Band:** Grade 1

<table>
<thead>
<tr>
<th>Modifications for Homework and Assignments</th>
<th>Modifications for Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended time to complete assignments.</strong></td>
<td><strong>Extended time on classroom tests and quizzes.</strong></td>
</tr>
<tr>
<td>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</td>
<td>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</td>
</tr>
<tr>
<td>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</td>
<td><strong>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</strong></td>
</tr>
</tbody>
</table>

**Provide regular parent/school communication**

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

**Modifications for Homework and Assignments**

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).
### Grade Band: Grade 1

<table>
<thead>
<tr>
<th>Modifications for Assessments</th>
<th>Student may take/complete tests in an alternate setting as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time on classroom tests and quizzes.</td>
<td>Restate, reread, and clarify directions/questions</td>
</tr>
<tr>
<td>Student may take/complete tests in an alternate setting as needed.</td>
<td>Distribute study guide for classroom tests.</td>
</tr>
<tr>
<td>Restate, reread, and clarify directions/questions</td>
<td>Establish procedures for accommodations / modifications for assessments.</td>
</tr>
<tr>
<td>Distribute study guide for classroom tests.</td>
<td></td>
</tr>
</tbody>
</table>