

Hillsborough Township Public Schools
1st Grade Literature Curriculum Map
Revised Summer 2017

Essential Questions	Enduring Understandings	Anchor Standard NJSLA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
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Unit 1 Building a Literacy Community: Readers and Writers Build Good Habits
September 2017

<p>What do good readers do?</p> <p>What are the benefits of reading with a partner?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJLSA.R.1. 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.</p> <p>NJSLAS.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Identify key details in a text (e.g. who, what, where, when, why, and how)</p>	<p>Formative: Teacher observation records</p> <p>Summative: IRLA Teacher observation of good fit books</p>	<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>9.3.12.ED -ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED -TT.5 Establish a positive climate to promote learning.</p>
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<p>What do good readers do?</p> <p>What are the benefits of reading with a partner?</p>	<p>Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>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.</p>	<p>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.</p>	<p>Read or listen to books that tell stories.</p> <p>Read or listen to books that give information.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader’s Conference Running records</p> <p>Summative: IRLA Teacher observation of class participation during guided or shared reading.</p>		
<p>What do good readers do?</p> <p>What are the benefits of reading with a partner?</p> <p>How does goal setting help me as a reader?</p>	<p>Effective readers use a variety of strategies to make sense of the ideas and details presented in the text.</p>	<p>NJSLSA.R7. Integrate and evaluate contents presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL 1.10 With prompting and support read and comprehend stories and poetry at grade level text complexity or above.</p>	<p>Read first grade sight words.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader’s Conference Running records</p> <p>Summative: IRLA</p>		

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		<p>complex literary and informational texts independently and proficiently with scaffolding as needed.</p>					
<p>What do good readers do?</p> <p>What do good writers do?</p> <p>How can I notice when something is not right when reading?</p> <p>What are the benefits of reading with a partner?</p>	<p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p>	<p>n/a</p>	<p>RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundational skills.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p>	<p>Identify letters, words and sentences.</p> <p>Recognize that words are separated by spaces before and after them.</p> <p>Recognize that a sentence ends with a punctuation mark.</p>	<p>Formative-Reader’s Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessments</p>		

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<p>Why are sounds and letters important?</p> <p>How do sounds and letters create words?</p> <p>How can I notice when something is not right when reading?</p> <p>What strategies can I use to monitor meaning and decode tricky words?</p>	<p>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</p>	<p>n/a</p>	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>Identify the sound each letter makes.</p> <p>Break words into beginning, middle, and ending sound segments.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessment</p>		

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<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p> <p>What strategies can I use to monitor meaning and decode tricky words?</p> <p>How can I notice when something is not right when reading?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	n/a	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Try the vowel sound two ways to decode text.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessments</p>		
<p>What do good readers do?</p> <p>Why does fluency matter?</p> <p>What strategies can I use to monitor meaning and decode tricky words?</p> <p>How can I notice when something is not right when reading?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	n/a	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>	<p>Reread with corrections when necessary.</p> <p>Read fluently</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory</p> <p>Summative: IRLA Foundations Assessment</p>		

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What do good writers do?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	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.	Use details to explain what happened in the story. Write a story with events placed in the correct order.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative: Pathways Rubric for Narrative Writing Baseline On Demand		
Does my writing focus on one topic? Is my writing clear and focused? Does my story make sense?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.	Write about a topic. Answer questions about my writing.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Baseline On Demand		

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<p>What makes collaboration meaningful?</p> <p>What are the benefits of working with a buddy?</p>	<p>Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.</p>	<p>NJSLA.SL.1. 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.</p> <p>NJSLA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLA.SL.4. Present information,</p>	<p>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.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events</p>	<p>Identify and follow the agreed upon rules for discussion.</p> <p>Listen to the comments of others and share my own ideas.</p>	<p>Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.</p>		

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		<p>findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation</p>				

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What are the rules of spelling?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	<p>NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper-and lowercase letters.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>f. Use frequently occurring adjectives</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in</p>	<p>Use common spelling patterns when writing words.</p> <p>Spell new words by sounding out letters and using known spelling words.</p>	<p>Formative-Writer’s Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p> <p>Summative: Pathways Writing Rubric</p>		
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		<p>analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLA.L.6. 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</p>	<p>response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. <p>L.1.4 Determine or clarify the meaning of unknown</p>				

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		<p>encountering an unknown term important to comprehension or expression.</p>	<p>and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> 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.) <p>SL.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).</p>				

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Unit 2- Writing :Small Moments
Reading : Building Good Reading Habits
October-Beginning of November

What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.1.1 Ask and answer questions about key details in a text.	Identify key details in a text (e.g. who, what, where, when, why, and how)	Formative: Teacher observation records Summative: IRLA Teacher observation of good fit books	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	
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What makes a story a “great” story?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJLSA.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.	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.	Read or listen to books that tell stories. Read or listen to books that give information.	Formative: Teacher observation Anecdotal Notes Reader’s Conference Running records Summative: IRLA Teacher observation of class participation during guided or shared reading.	8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environment (i.e. games, museums)	
What do good readers do?	Effective readers use a variety of strategies to make sense of the ideas and details presented in the text.	NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. .	RL 1.10 With prompting and support read and comprehend stories and poetry at grade level text complexity or above.	Read first grade sight words.	Formative: Teacher observation Anecdotal Notes Reader’s Conference Running records Summative: IRLA		

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<p>What do good readers do?</p> <p>What do good writers do?</p>	<p>Foundational elements of literacy require a working knowledge of the organization and basic features of print.</p>	n/a	<p>RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundational skills.</p> <p>b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p>	<p>Identify letters, words and sentences.</p> <p>Recognize that words are separated by spaces before and after them.</p> <p>Recognize that a sentence ends with a punctuation mark.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessments</p>		
<p>Why are sounds and letters important?</p> <p>How do sounds and letters create words?</p>	<p>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</p>	n/a	<p>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.</p>	<p>Identify the sound each letter makes.</p> <p>Break words into beginning, middle, and ending sound segments.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessments</p>		

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<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	n/a	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>d. Read on-level text with purpose and understanding.</p> <p>e. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>f. Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>	<p>Reread with corrections when necessary.</p> <p>Read fluently</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory</p> <p>Summative: IRLA Foundations Assessment</p>		
<p>What do good writers do?</p> <p>How do writers decide what to write and how to write it?</p> <p>How do writers take a big idea and focus in on a small moment to write about?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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 and provide some sense of closure.</p>	<p>Use details to explain what happened in the story.</p> <p>Write a story with events placed in the correct order.</p>	<p>Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions</p> <p>Summative: Pathways Rubric for Narrative Writing</p> <p>On Demand #2</p>		

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<p>Does my writing focus on one topic?</p> <p>Is my writing clear and focused?</p> <p>Does my story make sense?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJLSL.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSL.W6. Use technology including the internet to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSL.W8. Gather relevant information for multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding</p>	<p>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.</p> <p>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.</p> <p>W.1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Write about a topic.</p> <p>Answer questions about my writing.</p>	<p>Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions</p> <p>Summative-Writing Scoring Rubric</p> <p>On Demand #2</p>		

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<p>What makes collaboration meaningful?</p> <p>How do writers use partners to help them with their writing?</p>	<p>Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.</p>	<p>plagiarism.</p> <p>NJLSLSA.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.</p> <p>NJLSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>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.</p> <p>a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and text under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Identify and follow the agreed upon rules for discussion.</p> <p>Listen to the comments of others and share my own ideas.</p>	<p>Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.</p>		<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>

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<p>What makes collaboration meaningful?</p> <p>How do writers use partners to help them with their writing?</p>	<p>Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.</p>	<p>NJSLA.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.</p> <p>NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>	<p>Identify and follow the agreed upon rules for discussion.</p> <p>Listen to the comments of others and share my own ideas.</p>	<p>Formative – Reader’s Conference, Writer’s conference, Teacher Observation, Anecdotal Notes.</p>		

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What are the rules of spelling?	Effective communication of ideas when speaking or writing realizes the appropriate use of the conventions of language.	NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.1 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	Use common spelling patterns when writing words. Spell new words by sounding out letters and using known spelling words.	Formative-Writer’s Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Pathways Writing Rubric		

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			<p>occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g. and but or so because).</p> <p>h. Use determiners (e.g. articles demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g. during beyond toward).</p> <p>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>a. Capitalize dates</p>				

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			<ul style="list-style-type: none"> 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. 				

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Unit 3 Reading and Writing Informational Text: Opinion/Writing Reviews Mid November-December
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<p>What do good readers do?</p> <p>How can asking and answering questions help readers understand text?</p> <p>What are text features? Why are text features important in informational text?</p> <p>How do readers share opinions about books?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJLSA.R10. Read and comprehend complex literary and informational text independently</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.1 Ask and answer questions about key details in text.</p> <p>RI.1.3 Describe the connection between two individuals events ideas or pieces of information in a text.</p> <p>RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.</p> <p>RL.1.10 With prompting and support, read and comprehend stories and poetry at grade</p>	<p>Identify characteristics of an informational text.</p> <p>Identify <i>who, what, where, when, why, and how</i> to answer questions about a text.</p> <p>Ask and answer questions before, during, and after reading a text.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>8.1.2.E.1 Using digital tools and online resources to explore a problem or issue.</p> <p>6.1.4.D.20</p>	<p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and / or procedures.</p>
<p>Reading Lit-red, Reading Information-purple; Writing-green; S & L-orange; Language –blue; Foundational-Black</p>						<p>Page 23 of 80</p>	

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		and proficiently with scaffolding as needed.	level text complexity or above.			Describe why it is important to understand the perspective of others.	
How do readers determine the main idea?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2 Identify the main topic and retell key details of a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main idea of informational text.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers Summative – IRLA		

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How do good readers use information in text to determine the meaning of words and phrases?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RL.1.4 Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.	Use context clues to determine the meaning of words and phrases. Use resources to determine the meaning of words and phrases.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers Summative – IRLA		
What are text features? Why are text features important in informational text?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	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. RL.1.5 Explain major differences between books that tell stories and give information, drawing on a wide reading of a range of text types.	Identify and use text features. Understand the purpose of each text feature.	Formative-Teacher observation, anecdotal, notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers Summative – IRLA		
How do good readers determine the author’s	Analyzing texts for structure, purpose,	NJSLSA.R6. Assess how	RI.1.6 Distinguish between	Identify the author’s purpose for text	Formative – Teacher observation,		

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purpose? How do readers share opinions about books?	and viewpoint allows an effective reader to gain insight and strengthen understanding.	point of view or purpose shapes the content and style of a text.	information provided by pictures or other illustrations and information provided by the words in a text	(inform, describe, explain).	Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative – IRLA		
How do specific images clarify a text?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.1.7 Use the illustrations and details in a text to describe its key ideas. RL.1.7 Use illustrations and details in a text to describe its key ideas.	Use images to aid in understanding of text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers Summative –IRLA		

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How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not applicable	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. <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words b. Orally produce single-syllable words by blending sounds (phonemes) c. Isolate and produce initial, medial vowel, and final sounds (phoneme) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	Identify the most common short vowel pattern. Distinguish between words with short and long vowel patterns. Decode two-syllable words with long vowels. Recognize irregularly spelled words (rule breakers). Read irregular words without having to sound them out. Identify words with common prefixes and suffixes	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences Summative – IRLA Foundations Assessment		

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			<p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text</p>				

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			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.				
How do writers state and support an opinion?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	<p>NJSLA.W1. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</p>	<p>W1.1 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>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.</p>	<p>State and support an opinion on a topic or book.</p> <p>Write an opinion piece including an introduction, supporting reasons, and concluding statement/section.</p>	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions		

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		through the effective selection, organization, and analysis of content.					
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	<p>NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriate sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>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 as needed.</p>	<p>Revise writing with the help of others.</p> <p>Edit writing for capitalization, punctuation, spelling, etc.</p>	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions		

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Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	<p>NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper and lower case letters</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>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>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring</p>	<p>Use collective nouns.</p> <p>Use reflexive pronouns.</p> <p>Expand simple sentences, including developing compound sentences.</p> <p>Focus: Linking words (e.g., because, and, also) to connect opinion and reasons, use reflexive pronouns (e.g., myself, ourselves), use prefixes to change meaning of words (happy, unhappy), compound words, using dictionaries to check and correct spelling.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative -IRLA Foundations Assessments</p>		

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		<p>consulting general and specialized reference materials, as appropriate.</p> <p>NJSLA.L5 Demonstrate understanding of word relationships and nuances in word meanings</p> <p>NJSLA.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</p>	<p>prepositions (e.g., during, beyond, toward).</p> <p>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>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p> <p>L.1.4. Determine or clarify</p>				

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		<p>knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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.</p> <p>C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>				

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			<p>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).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and</p> <p>responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>				

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**Unit 4 Reading and Writing Fictional Text: Author Study/Kevin Henkes, Realistic Fiction
 January-Mid March**

<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>How can readers keep track of important details?</p> <p>Why is it important to reread?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p>	<p>Explain that a key detail is an important part of a text.</p> <p>Identify key details in a text.</p> <p>Ask and answer questions about key details.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p>	<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	
<p>What do good readers do?</p> <p>Does the text look right?</p> <p>Does the text sound right?</p> <p>Does the text make sense?</p> <p>How can readers keep track of important details?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p>	<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Retell stories use key details.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p>		

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Why is it important to reread?		ideas.					
<p>What do good readers do?</p> <p>Who are the characters?</p> <p>How do people get to know the characters in books they read?</p> <p>How does learning more about the other characters help me learn more about the main character?</p> <p>What is the setting and major events?</p> <p>How can readers keep track of important details?</p>	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.	<p>Identify the characters, setting, and major events in the story.</p> <p>Use key details to describe characters, setting and major events in a story.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p>		
<p>Why did the author use these words?</p> <p>What "feeling" words does the author use?</p>	Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.	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	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>Identify the five senses.</p> <p>Identify words and phrases in a story or poem that tell how something looks, sounds, tastes, feels, or smells.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p>		

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		meaning or tone.					
<p>Who is telling the story and why is that important?</p> <p>How do people get to know the characters in books they read?</p>	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLA.R.6 Assess how point of view or purpose shapes the content and style of a text.	RL.1.6 Identify who is telling the story at various points in a text.	<p>Identify the characters in the story.</p> <p>Recognize when more than one character is telling the story.</p> <p>Identify when the character telling the story changes.</p> <p>Identify the character telling the story at any point.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA Students completed story maps with character elements.</p>		
<p>How do the pictures help us read and understand the story?</p> <p>How can readers keep track of important details?</p> <p>How does learning more about the other characters help me learn more about the main character (s)?</p>	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<p>Examine and describe illustrations.</p> <p>Identify details in a story that tell me about the characters, setting, or events.</p> <p>Describe the characters, setting, or events of a story using illustrations and details.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p>		

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<p>Who are the characters in the story, and what are their adventures and experiences?</p> <p>How do people get to know the characters in books they read?</p> <p>How do readers compare/contrast books?</p>	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reason, and claims in diverse formats.	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.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<p>Identify characters in stories I read or hear.</p> <p>Describe the adventures and experiences of characters in stories I read or hear.</p>	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p> <p>Graphic Organizer (Venn Diagram)</p>		
What do good readers do?	Effective readers use a variety of strategies to make sense of the ideas and details presented in the text.	NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. .	RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	Read short books and ask for help when needed.	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative:IRLA</p>		
<p>What do good readers do?</p> <p>What do good writers do?</p> <p>How can I notice that something is not right when reading?</p> <p>What strategies can I use to monitor meaning and decode tricky words?</p>	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate print including mastery of the organization and basic features of those listed under Kindergarten foundational skills. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>*previous learning targets should still be considered</p> <p>Recognize that words are combined to make sentences</p> <p>Recognize that the first word in a sentence is capitalized.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessment</p>		

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<p>Why are sounds and letters important?</p> <p>How do sounds and letters create words?</p> <p>How can I notice that something is not right when reading?</p> <p>What strategies can I use to monitor meaning and decode tricky words?</p>	<p>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</p>	<p>n/a</p>	<p>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 a printed word of syllables ind.</p> <p>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)</p>	<p>*previous learning targets should still be considered</p> <p>Recognize that blending letters can create new sounds</p> <p>Sound out words by blending letter sounds.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes r Assessment</p> <p>Summative: IRLA Foundations Assessment</p>		
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How can I notice that</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>n/a</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for</p>	<p>*All previous learning targets should still be considered.</p> <p>Identify words with common inflectional endings (ex. -s) and read them correctly.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative:</p>		

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<p>something is not right when reading?</p> <p>What strategies can I use to monitor meaning and decode tricky words?</p>			<p>common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge of sound. must have a vowel</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade appropriate irregularly spelled words.</p>		<p>IRLA Foundations Assessment</p>		
<p>What do good readers do?</p> <p>Why does fluency matter?</p> <p>How can I notice that something is not right when reading?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>n/a</p>	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on</p>	<p>*All previous learning targets should still be considered.</p> <p>Read grade-level text fluently and demonstrate comprehension with meaningful voice, timing, and expression.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA Foundations Assessment</p>		

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What strategies can I use to monitor meaning and decode tricky words?			successive readings. c. Use context to confirm or self correct word recognition and understanding, rereading as necessary				
What do good writers do? What is my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLA.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.	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 a sense of closure. W.1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Place story events in the correct order. Write a story with events placed in the right order. Use details to describe what happened in my story. Use words (before, during, after) to show event order in my story. Write an ending for my story that provides a sense of closure.	Formative-Writer’s Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative- Writing On Demand #3 Pathways Writing Rubric Celebration Published piece of Fiction narrative		

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How can my classmates and teachers help make my writing better?	Producing clear ideas as a writer involved selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.	Write about a topic. Answer questions about my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative- On Demand #3 Pathways Writing Rubric		
Writing clearly: What makes a difference? Final Product; What does it take?	Producing clear ideas as a writer involves selecting appropriate styles and structure for an audience and is strengthened through revision and technology.	NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Identify digital tools that will help me produce and publish my writing. Use digital tools to produce and publish my writing. Use digital tools to work with others.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative- On Demand #3 Pathways Writing Rubric Published piece with digital tool.		
What makes collaboration meaningful? How do writers use partners to help them with their writing?	Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.	NJLSAS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse	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. a. Follow agreed upon norms for	Identify and follow the agreed upon rules for discussion. Listen to the comments of others and share my own ideas.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

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		<p>partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>				

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Essential Questions	Enduring Understandings	Anchor Standard NJCLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJCLSAS.SL.4 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.</p> <p>NJCLSAS.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJCLSA.SL6. Adapt speech to a variety of</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation</p>	<p>Recognize a complete sentence (a group of words that expresses a complete thought)</p> <p>Use complete sentences when needed.</p>	<p>Formative – Reader’s Conference, Writer’s conference, Teacher Observation, Anecdotal Notes.</p> <p>Celebration (Published) Piece of Fictional Narrative</p>		

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		contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.					
<p>What are the rules of language?</p> <p>Why do the rules of language matter?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ***all other subset standards should be revisited. e. use verbs to convey a sense of past, present and future anyone, everything). h. use determiners (ex. Articles-a, an ,the Demonstrative- this, that, these, those</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>*All previous learning targets should still be considered.</p> <p>Write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs.</p> <p>Define pronouns.</p> <p>Identify the verbs change when showing actions that happened in the past, present, or future and use verbs correctly.</p> <p>Explain that determiners are words that introduce nouns and use common determiners (ex, a, an, the, this, that, these, those)</p>	<p>Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p> <p>Summative: Foundations Assessments</p>		

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			<ul style="list-style-type: none"> 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. 				

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<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJLSA.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.</p> <p>NJLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>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.</p> <ul style="list-style-type: none"> 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). 	<p>Sort words into categories.</p> <p>Define words by categories using common traits.</p> <p>Connect words I hear and read to the real world.</p> <p>Tell the difference between similar verbs by defining, choosing, or acting out the meanings.</p> <p>Tell the difference between similar adjectives by defining, choosing or acting out the meanings.</p>	<p>Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p> <p>Summative: Pathways Writing Rubric</p>		

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			L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **previous subset standards should be revisited. 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.				
When a word doesn't make sense, what can I do? When do I use new words in my speaking and writing appropriately?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately	NJSLA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring	Discover new words and phrases through reading, listening and conversations. Use new words and phrases when speaking and writing.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative:		

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	use vocabulary.	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	conjunctions to signal simple relationships (e.g., because).	Use conjunctions when speaking and writing.	Foundations Assessment		

**Unit 5 Reading and Writing Informational Text-Part 2: All About
 Mid March-End of April**

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What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.1.1 Ask and answer questions about key details in a text.	<p>Explain that a key detail is an important part of a text.</p> <p>Identify key details in a text. (5W and 1H)</p>	<p>Formative: Teacher Observation, Anecdotal Notes, Reader’s Conference</p> <p>Summative: IRLA</p> <p>Graphic Organizer</p>	<p>6.1.4.B.1 Compare and contrast information that can be found on different amps and determine how the information may be useful.</p> <p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	9.312.ES.2 Demonstrate effective oral, written and multimedia communication in multiple formats and context. .

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What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2 Identify the main topic and retell key details of a text.	Identify/define main idea/topic (who or what the text is about). Retell the key details of a text.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: IRLA Graphic Organizer	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. 8.1.2.A.2 Create a document using a word processing application. 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 nonprint information.	

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<p>What do good readers do?</p> <p>Am I clear about what I just read?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Identify individuals, events, ideas, or pieces of information in a text.</p> <p>Describe a connection between two individuals, two events, two ideas or pieces of information in a text (ex. The sun and the moon are both in the sky).</p>	<p>Formative: Teacher Observation, Anecdotal Notes, Reader's Conference</p> <p>Summative: IRLA</p> <p>Graphic Organizer (Venn Diagram, Tchart)</p>		
<p>What words in the text are unclear?</p> <p>How can I learn the meaning of unknown or unclear words?</p>	<p>Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>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.</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>Identify unknown or unclear words or phrases.</p> <p>Clarify or learn the meaning of words and phrases by asking and answering questions.</p>	<p>Formative: Teacher Observation, Anecdotal Notes, Reader's Conference</p> <p>Summative: IRLA</p> <p>Graphic Organizer (Word Web) (students could use clear overlays or highlighting tape)</p>		

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How do I locate key facts or information in a text?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	<p>NJSLA.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</p> <p>NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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</p> <p>RI.1.6 Identify who is telling the story at various points of a text.</p>	<p>Identify and give examples of text features.</p> <p>Explain how text features help locate key facts or information.</p> <p>Locate key facts or information using text features.</p>	<p>Formative: Teacher Observation, Anecdotal Notes, Reader's Conference</p> <p>Summative: IRLA</p> <p>Students will highlight various text features</p>		

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How are these texts alike and different?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>NJSLSA.R.10. Read and comprehend complex literary and informational texts independently</p>	<p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	Compare and contrast two texts on the same topic.	<p>Formative: Teacher Observation, Anecdotal Notes, Reader’s Conference</p> <p>Summative: IRLA</p> <p>Graphic Organizers (Venn Diagram, Tchart)</p>		

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		and proficiently with scaffolding as needed.					
What do good readers and writers do while using informational text?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundational skills. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Recognize that words are combined to make sentences. Recognize that the first word in a sentence is capitalized.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Summative: Foundations IRLA		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	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.	Identify short vowel sounds in a single syllable word. Identify the sound each letter makes.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Summative: Foundations IRLA		

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				<p>Recognize that blending letters can create new sounds.</p> <p>Sound out words by blending letter sounds.</p> <p>Break words into beginning, middle and ending sound segments.</p>			
<p>How do sounds and letters create words? When a word doesn't make sense, what can I do?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>n/a</p>	<p>RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>d. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that</p>	<p>. Identify the sounds each letter makes.</p> <p>Identify and create the sounds common digraphs make.</p> <p>Decode one syllable words by sounding out each letter.</p> <p>Recognize that all syllables have a vowel sound.</p> <p>Recognize and read irregularly spelled words.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: Foundations IRLA</p>		

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			every syllable must have a vowel sound. g. Recognize and read grade-appropriate irregularly spelled words				
<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>n/a</p>	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Explain that reading fluently means my reading is easy, smooth and automatic.</p> <p>Recognize when a word I have read does not make sense.</p> <p>Self-correct misread or understood words using context clues.</p> <p>Reread with corrections when necessary. Read fluently.</p> <p>Read grade level text fluently and demonstrate my comprehension with meaningful voice, timing and expression.</p>	<p>Formative-Reader's Conference, Teacher Observation, Anecdotal Notes</p> <p>Summative: IRLA</p>		

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What do good writers do when writing informative text?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W2. Write informative/explain story texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Select a topic and identify facts to share. Write an informative paper with a topic and facts.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative- On Demand #4 Pathways Writing Rubric Celebrated published piece (Short conducted research project, Howto, or All About Books)		
How can my classmates and teachers help make my writing better?	Producing clear ideas as a writer involves selecting	NJSLSA.W5. Develop and strengthen writing as needed by	W.1.5 With guidance and support from adults,	Write about a topic. Answer questions about	Formative-Writer's Conference, Teacher Observation		

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	appropriate style and structure for an audience is strengthened through revision and technology.	planning, revising, editing, rewriting, or trying a new approach.	focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing as needed.	my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Anecdotal Notes, Drafts, Revisions Summative-On Demand #4 Pathways On Demand		
What do good researchers do?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	NJLSA.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.	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).	Research with a topic with others. Work with others to write about a research topic.	Formative-Writer’s Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-On Demand #4 Pathways Writing Rubric Celebrated published piece (Short conducted research project, All About Books)		

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What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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	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. a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the	Identify and follow the agreed upon rules for discussion. Listen to the comments of others and share ideas. Ask questions to help with understanding.	Formative – Reader's Conference, Writer's Conference, Teacher Observation, Anecdotal Notes.		9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

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			topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.				
What makes collaboration meaningful?	Comprehension is enhanced to a collaborative process of sharing and evaluating ideas.	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Identify information from a text being read aloud. Ask and answer questions about key details in a text or presentation.	Formative – Reader's Conference, Writer's Conference, Teacher Observation, Anecdotal Notes.		
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.	Ask questions about a presentation to gain understanding or more information. Answer questions about a speaker's presentation.	Formative – Reader's Conference, Writer's Conference, Teacher Observation, Anecdotal Notes.		

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What makes a presentation “great”?	Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.	<p>NJSLSA.SL.4. 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.</p> <p>NJSLSA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situations</p>	<p>Use details to describe people, places, things and events.</p> <p>Express ideas and feelings clearly.</p>	Formative – Reader’s Conference, Writer’s conference, Teacher Observation, Anecdotal Notes.		

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Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (an, but, so). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	Print all upper and lowercase letters correctly. Explain the difference between common nouns and proper nouns. Identify and write common nouns correctly by beginning them with lowercase letters. Identify and write proper nouns correctly by beginning them with capital letters. Respond to questions by writing simple and compound sentences. Write simple and compound sentences that make a statement, ask a question, make a demand, or make an exclamatory. Identify common conjunctions and use them correctly to combine words and	Formative-Writer’s Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Foundations Assessments Pathways Writing Rubric		

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Essential Questions	Enduring Understandings	Anchor Standard NJSLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. f. Capitalize dates and names of people. g. Use end punctuation for sentences. h. Use commas in dates and to separate single words in a series. i. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. j. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	phrases. Capitalize days of the week, months, and names of people when writing. Identify end punctuation marks such as periods, exclamation points and question marks. Use the correct end punctuation in writing. Place a comma between the day and the year of a date. Use common spelling patterns when writing words. Spell new words by sounding out letters and using known spelling rules.	Formative-Writer’s Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Foundations Assessment		

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When a word doesn't make sense, what can I do?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.	NJSLSA.L.4 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.	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.	Determine the meaning of unknown and multiple meaning words using context clues in a sentence.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Pathways Writing Rubric		
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	NJSLSA.L5 Demonstrate understanding of word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of 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	Sort words into categories. Define words by categories using common traits.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions		

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			more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).				
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>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</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., because).</p>	<p>Discover new words and phrases through reading, listening, and conversations.</p>	<p>Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p> <p>Summative: Pathways Writing Rubric</p>		

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Essential Questions	Enduring Understandings	Anchor Standard NJCLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
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		expression.					
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Essential Questions	Enduring Understandings	Anchor Standard NJCLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
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**Unit 6 Reading and Writing Traditional Literature: Fairy Tales
 May/June**

What message is the author trying to tell us?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	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. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, setting, and major event(s) in a story, using key details RL.1.4 Identify words and phrases, in stories or poems, that suggest feelings or appeal to the senses. RL.1.6 Identify who is telling the story at various points in the text	Define central message or lesson (overall idea an author is trying to share) Determine the central message or lesson found in a story using key details.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: IRLA	9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family setting.	
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		<p>key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p>					

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How are the characters' experiences in the story/stories alike and different?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reason, and claims in diverse formats.	<p>NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational text independently and proficiently with scaffolding as needed.</p>	<p>RL.1.7 Use illustrations and details in a story to describe 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>	Compare and contrast the adventures and experiences of characters by telling how they are alike and different.	<p>Formative: Teacher observation Anecdotal Notes Reader's Conference Running records</p> <p>Summative: IRLA</p> <p>Graphic Organizer (Venn Diagram)</p>		

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What do good readers and writers do while using informational text?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundational skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	** Previous learning targets should be revisited.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: IRLA		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	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. Distinguish long from short vowel sounds in spoken produce single-syllable words. a. Orally single-syllable words by	** Previous learning targets should be revisited.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Summative: IRLA Foundations Assessment		

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			blending sounds (phonemes), including consonant blends. b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. c. 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. d. Distinguish long and short vowels when reading regularly spelled one-syllable				

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			words. e. Know spelling-sound correspondences for additional common vowel teams. f. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. g. Identify words with inconsistent but common spelling-sound correspondences. h. Recognize and read grade-appropriate irregularly spelled words.				
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	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	** Previous learning targets should be revisited	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Summative: IRLA Foundations Assessment		

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			<p>accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>				
<p>How do I write a traditional literature story with the events placed in the right order?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.</p>	<p>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.</p>	<p>Place story events in the correct order.</p> <p>Write a story with events placed in the right order.</p> <p>Use details to describe what happened in my story.</p>	<p>Formative-Writer’s Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions</p> <p>Summative-Give students a piece of traditional literature with events mixed up. Have them put the story in sequential order.</p> <p>Students work with a partner to write a traditional folk or fairy tale.</p>		

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<p>How can my classmates and teachers help make my writing better?</p> <p>How do I gather information and write it in my own words?</p>	<p>Producing clear ideas as a writer involved selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.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.</p>	<p>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.</p> <p>W.1.6 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.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Write about a topic.</p> <p>Answer questions about my writing.</p> <p>Listen to ideas, teachers, and peers have about my writing.</p> <p>Add details that will the reader understand the topic.</p>	<p>Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions</p>		

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<p>What makes collaboration meaningful?</p> <p>How do writers use partners to help them with their writing?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLA.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.</p> <p>NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL1.1 Participate in collaborative conversations with diverse partners about GRADE 1 topics and text with peers and adults in small and large groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussion (e.g./ listening to others with care, speaking one at a time about the topics and text under discussion). b. build on others' talk in conversation by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under 	<p>Identify and follow the agreed upon rules for discussion.</p> <p>Listen to the comments of others and share my own ideas.</p>	<p>Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.</p>		

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			<p style="text-align: center;">discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>				
<p>What makes a presentation “great”?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLA.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.</p> <p>NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>LS.1.6 Produce complete sentences when appropriate to task and situation</p>	<p>Use details to describe people, places, things and events.</p> <p>Express ideas and feelings clearly.</p>	<p>Formative – Reader’s Conference, Writer’s conference, Teacher Observation, Anecdotal Notes.</p>		

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		<p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>					
<p>What are the rules of language? Why do the rules of language matter?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ***all other subset standards should be revisited.</p> <p>e. use verbs to convey a sense of past, present and future anyone, everything).</p> <p>h. use determiners (ex. Articles-a, an ,the Demonstrative-this, that, these, those</p> <p>L.1.2 Demonstrate command</p>	<p>*All previous learning targets should still be considered.</p> <p>Write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs.</p> <p>Define pronouns.</p> <p>Identify the verbs change when showing actions that happened in the past, present, or future and use verbs correctly.</p> <p>Explain that determiners are words that introduce nouns</p>	<p>Formative-Writer’s Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p> <p>Summative: Foundations Assessments</p>		

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			<p>of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> f. Capitalize dates and names of people. g. Use end punctuation for sentences. h. Use commas in dates and to separate single words in a series. i. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. j. Spell untaught words phonetically, drawing on phonemic awareness and 	<p>and use common determiners (ex, a, an, the, this, that, these, those)</p>			

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			spelling conventions.				
<p>When a word or phrase doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p> <p>When do I use new words in my speaking and writing appropriately?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.</p>	<p>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.</p> <p>NJSLSA.L5. Demonstrate understanding of, word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific</p>	<p>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.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life connections between words and their use</p>	<p>Determine the meaning of unknown and multiple meaning words using context clues in a sentence.</p> <p>Connect words I hear and read to the real world.</p> <p>Tell the difference between similar verbs by defining, choosing, or acting out the meanings.</p> <p>Tell the difference between similar adjectives by defining, choosing, or acting out the meanings.</p>	<p>Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p> <p>Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions</p>		

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		<p>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.</p>	<p>(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.</p> <p>SL.1.6. Use words and phrases acquired through conversation, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>				