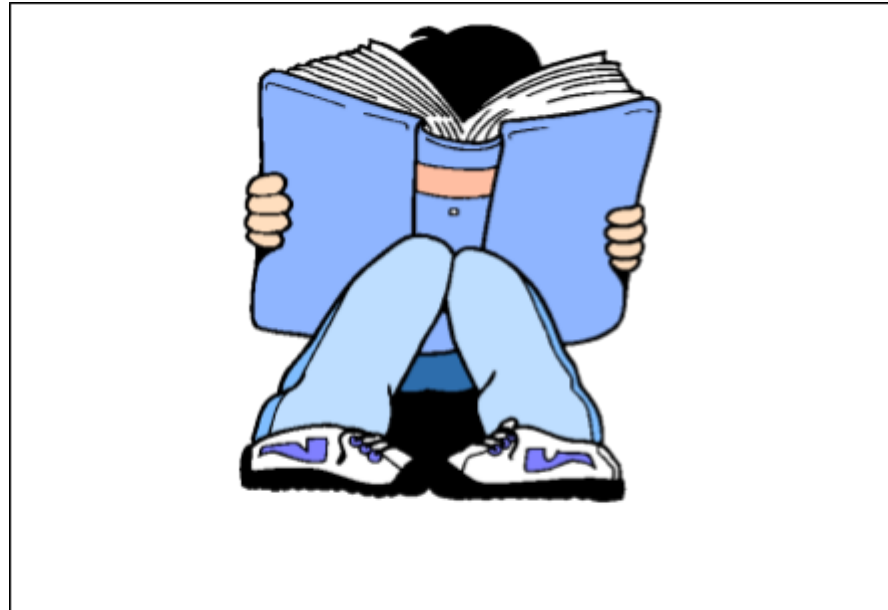


Public Speaking



Grade 1: Unit 2

Title of Unit: The Art of Conversation

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Course Description *(Workshop Model)*

Public Speaking is introduced to students in the first grade as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will be introduced to The Art of Conversation by preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively, asking and answering questions about key details in a text read aloud or information presented orally or through other media, and making strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Students will adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, as well as, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.

To make learning active, engaging, and responsive to students' needs, a workshop model is employed. Teachers use the "I Do, We Do, You Do" instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The first grade Public Speaking course and instruction builds on prior learning while supporting student achievement in Speaking and Listening. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.

Rationale

In order to plan instruction inclusive of all students in the Public Speaking classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Public Speaking curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Speaking and Listening and Language Standards have been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.

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Pacing Chart – Unit 2

Topic: The Art of Conversation

NJSLS

Instruction: 8 weeks

Assessment: 1 week

DISTRICT RESOURCES

Students will learn and practice the following in the Public Speaking Curriculum:

- **Oral Communication (weekly vocabulary building)**
- **Elements of Communication**
- **Grammar Usage**
- **Range of conversations**
- **Collaboration with diverse partners**
- **Ask and answer questions**
- **Give, restate, and follow simple two-step directions**
- **Clarify meaning**
- **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly**
- **Make strategic use of digital media and visual displays**

The learning objectives of Public Speaking are as follows:

- **Students will improve vocabulary**
- **Students will understand oral communication**
- **Students will practice grammar usage**
- **Students will participate in collaborative conversations with diverse partners and learn the agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and text under**

Speaking and Listening Standards:

SL.1.1A,B, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language Standards:

L.1.1.A,B,C,D,E, L.1.2A,B,C,D, L.1.5A,B, L.1.6

<ul style="list-style-type: none">· Students will learn how to ask clarifying questions· Students will learn how to give, restate, and follow simple two-step directions· Students will memorize and recite poems, rhymes, and songs with expression· Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings		
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Effective Pedagogical Routines/Instructional Strategies

<p style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn Making thinking visible Note-taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing</p> <p style="text-align: center;">Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick writes</p> <p style="text-align: center;">Pair/trio Sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting Gallery</p> <p style="text-align: center;">Walks</p> <p style="text-align: center;">Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash Cards</p> <p style="text-align: center;">Interviews Role</p> <p style="text-align: center;">Playing</p> <p style="text-align: center;">Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling Coaching</p> <p style="text-align: center;">Articulation Pronunciation</p> <p style="text-align: center;">Body Movement Reading partners Visuals Reading</p> <p style="text-align: center;">Aloud</p> <p style="text-align: center;">Model (I Do), Prompt (We Do), Check (You Do)</p> <p style="text-align: center;">Mind Mapping Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">Reader's/Writer's Notebooks</p> <p style="text-align: center;">Conferencing</p>
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Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

Technology Operations and Concepts

- Identify the basic features of a computer and explain how to use them effectively.
- Create a document using a word processing application.
- Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- Enter information into a spreadsheet and sort the information.

Creativity and Innovation

- Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Communication and Collaboration

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

Digital Citizenship

- Develop an understanding of ownership of print and non-print information.

Research and Information Literacy

- Use digital tools and online resources to explore a problem or issue.

Critical Thinking, Problem Solving, and Decision-Making

- Use geographic mapping tools to plan and solve problems.

Computer Skills

Basic Computer Skills

Word Processing Skills

Backspace/Delete to edit incorrect letters in body of text

Keyboarding Skills

Programs

Internet Explorer

Microsoft

PowerPoint

Internet Skills

Use a web browser to search on specific sites

Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

- **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word

choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

· **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

· **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

· **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem,

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and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

· **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

· **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

· **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish ~~workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.~~ They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

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6- Reaching	<ul style="list-style-type: none"> · Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> · Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> · Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> · General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> · General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support

1- Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline 	<ul style="list-style-type: none"> · Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners 	<ul style="list-style-type: none"> · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning 	<ul style="list-style-type: none"> · Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> · Computer/whiteboard · Tape recorder · Spell-checker 	<ul style="list-style-type: none"> · Extended time · Study guides · Shortened tests 	<ul style="list-style-type: none"> · Consistent daily structured routine · Simple and clear classroom rules 	<ul style="list-style-type: none"> · Individual daily planner · Display a written agenda · Note-taking assistance
<ul style="list-style-type: none"> · Audio-taped books 	<ul style="list-style-type: none"> · Read directions aloud 	<ul style="list-style-type: none"> · Frequent feedback 	<ul style="list-style-type: none"> · Color code materials

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Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

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Assessments

Required District/State Assessments

- Star Early Literacy (Students with CPL \geq 3.5)
- Unit Assessment
- NJDOE Model Curriculum
- Running Records

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions ·
- Multiple Choice questions
- Quizzes ·
- Journals ·
- Essays
- Quick writes
- Summative chapter test ·
- Projects
- Portfolio ·
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) ·
- Homework
- Anecdotal Notes
- Student Conferencing ·
- Speeches

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Grade: 1	Unit: 2	Topic: The Art of Conversation
Standards: NJSLS:		
Speaking and Listening: SL.1.1.A,B, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6		
Language: L.1.1A,B,C,D,E, L.1.2A,B,C,D, L.1.5A,B, L.1.6		

DISTRICT RESOURCES

Students will learn and practice the following in the Public Speaking Curriculum:

- **Oral Communication (weekly vocabulary building)**
- **Elements of Communication**
- **Grammar Usage**
- **Range of conversations**
- **Collaboration with diverse partners**
- **Ask and answer questions**
- **Give, restate, and follow simple two-step directions**
- **Clarify meaning**
- **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly**
- **Make strategic use of digital media and visual displays**

The learning objectives of Public Speaking are as follows:

- **Students will improve vocabulary**
- **Students will understand oral communication**
- **Students will practice grammar usage**
- **Students will participate in collaborative conversations with diverse partners and learn the agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and text under discussion).**
- **Students will learn how to ask clarifying questions**
- **Students will learn how to give, restate, and follow simple two-step directions**
- **Students will memorize and recite poems, rhymes, and songs with expression**

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- **Students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings**
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New Jersey Student Learning Standard (NJSLS) SL.1.1, SL.1.1.A, SL.1.1.B.

NJSLS: 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.

SL.1.1.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).**

SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Participate in variety of rich structured conversations about grade appropriate topics and texts · Follow agreed upon rules for listening to others and taking turns speaking about topics and texts · Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) · Use strategies to respond to the comments of others to build the conversation 	<ul style="list-style-type: none"> · Talk to your partner about... · Remember to follow the rules when we talk with our partners. · Ask your partner _____? · Tell your partner what you think about _____. · Tell your partner what you have liked so far. · Tell your group what you have learned about... · Can you say that again? · I didn't understand? · Can you say it again? · Excuse me, can I say something? 	<ul style="list-style-type: none"> · Know that when talking there are rules that we follow such as, not interrupting when another person is speaking · Know that when listening to someone, we need to look at them · Know that when we are listening to someone, we need to respond about the same thing · Ask questions for clarity
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New Jersey Student Learning Standard (NJSLS) SL.1.2.

NJSLS: SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Student Population

Critical Knowledge and Skills

Essential Questions

Sample Activities/Lesson Starters

<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Ask and answer questions about a text read aloud or information through other media to better student understanding · Practice asking questions for clarification of key details · Actively listen to presented information to answer questions 	<ul style="list-style-type: none"> · Look at the title, what do you think this text is about? · What happened in the story I just read aloud? · If you had to ask one question about the story, what would it be? · What did you learn as you listened to this book being read? · What is the author trying to tell you? · Retell the story to your partner. · What do you think the video is telling us? · What is the one thing you learned from looking at the text, picture, video? 	<ul style="list-style-type: none"> · Understand that illustrations and words convey messages · Listen with the intent to remember what is being read · Recognize important details · Understand the importance of the title and how it relates to the text · Understand that there are messages in videos, television programs, and pictures, as well as text · Know how to ask appropriate questions · Answer questions to show that you understand
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New Jersey Student Learning Standard (NJSL) SL.1.3.

NJSL: 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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Use strategies for asking questions that are on a topic · Use strategies for understanding and answering questions asked of them 	<ul style="list-style-type: none"> · What did the speaker say? · What was the most important part that you heard? · What would you say if you didn't understand the speaker? · What would be one question that you could ask so that you could find out more information? · What was the most important detail? · I didn't understand, can you say it again? · Can you tell me more about it so I can understand better? 	<ul style="list-style-type: none"> · Understand what is being said · Ask important questions · Answer important questions · Ask more information · Know how to organize information · Know how to ask questions when meaning is lost

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New Jersey Student Learning Standard (NJSLS) SL.1.4.

NJSLS: SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Describe familiar people · Tell about familiar places · Describe memorable events · Explain familiar events · Report facts and details about experiences feelings and emotions 	<ul style="list-style-type: none"> · Where did the event take place? · Why was this location important to the story? · Describe the location to your partner. · Describe the characters to your partner. · Can you tell why you liked the story? · Give details to support your answer. · What did the person/place look like? · Where and when did the event happen? · Did you tell how you felt when you saw...? · Which poem will you and/or your group be working on to learn? · Today we are going to learn a new (song, poem, rhyme.) · Can you say more about your idea/feelings? 	<ul style="list-style-type: none"> · Understand the event · Understand that a place can be a building, city, space, or location · Know and use sensory words · Know and use positional words · Know and use multiple descriptive words
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New Jersey Student Learning Standard (NJSL) SL.1.5.

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Add visuals in order to present detailed information to others · Construct drawings or gather other visual media when describing · Present information to others using appropriate visual displays to clearly express ideas 	<ul style="list-style-type: none"> · What topic will you be speaking about today? · Can you find or make an illustration that will help clarify your topic? · What will you use to help your presentation? · Can you add more information that will help clarify your ideas? · How will you organize your speech? · What descriptive words can you use to help your presentation be more informative and interesting? 	<ul style="list-style-type: none"> · Choose a topic to speak about · Be able to describe and use adjectives · Use a picture or a media presentation · Use magazine pictures or clip art to mark posters to support what they are saying · Understand that charts, graphs or illustrations help increase understanding

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New Jersey Student Learning Standard (NJSL) SL.1.6.

NJSLS: SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· ESL· Special Education	<ul style="list-style-type: none">· Express thoughts and feelings and ideas in complete sentences· Speak audibly to naturally express ideas	<ul style="list-style-type: none">· What would you like to share today?· What is your topic? · Can you say that in a complete sentence?· You told <i>who</i>, but can you tell us <i>what</i> they were doing?· Did you remember to talk about the <i>who</i> and the <i>what</i>?· Can you tell more about <i>where</i>, and <i>who</i>?	<ul style="list-style-type: none">· Understand that there are times when using complete sentences is required· Know that complete sentences express a thought· Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations

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New Jersey Student Learning Standard (NJSLS) L.1.1., L.1.1.A, L.1.1.B., L.1.1.C., L.1.1.D., L.1.1.E.

NJSLS: L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.A. Print all upper- and lowercase letters.

L.1.1.B. Use common, proper, and possessive nouns.

L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.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).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Formation of upper and lowercase letters · Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) · Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking · Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking · Identify different tenses of verbs in reading · Explain how verbs 	<ul style="list-style-type: none"> · Can you write a sentence using an uppercase letter? · Write a sentence using adjectives. · Write a question sentence. · Underline the subject and predicate of the sentence. · What do you put at the end of a question sentence? · What do you put at the end of an exclamatory sentence? 	<ul style="list-style-type: none"> · Write a complete sentence · Understand the use of verbs · Understand proper nouns · Understand the use of adjectives · Understand the difference between uppercase and lowercase letters · Understand different types of sentences
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	<p>can express past, present, and future</p> <ul style="list-style-type: none">· Use verb tense to express past, present, and future in writing		
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New Jersey Student Learning Standard (NJSLS) L.1.2., L.1.2.A., L.1.2.B., L.1.2.C., L.1.2.D.

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

L.1.2.A. Capitalize dates and names of people.

L.1.2.B. Use end punctuation for sentences.

L.1.2.C. Use commas in dates and to separate single words in a series.

L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Recognize the names of people, days of the week, and months of the year · Capitalize the appropriate words in the date and the names of people · Identify different types of end punctuation · Apply appropriate end punctuation to writing · Recognize the comma · Explain the purpose and function of a comma · Apply rules for using commas in writing to dates and to single word series · Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation · Apply knowledge of phonemic awareness and spelling conventions to spell untaught words 	<ul style="list-style-type: none"> · Can you write a sentence using a period? A question mark? An exclamation mark? · Write today's date correctly. · Did you remember to capitalize and punctuate your sentence? · Go through and check your work for spelling. Can you sound out words that are difficult and correct them? 	<ul style="list-style-type: none"> · Identify period, question mark, and exclamation mark · Know when to use a period, question mark, and exclamation mark · Know that the first word in a sentence, proper names, days of the week and months are capitalized · Know that a comma separates the date from the year · Understand letter patterns and their sounds
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	<ul style="list-style-type: none">· Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)		
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New Jersey Student Learning Standard (NJSLS) L.1.5., L.1.5.A., L.1.5.B.

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

L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.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).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Group words into categories that logically fit together · Explain why the words belong in a group · Identify attributes of words put into categories · Use the attribute to extend the definition of categorized words 	<ul style="list-style-type: none"> · Can you and your partner sort these words into groups? · Can you give me an explanation of why you grouped your words in this way? · How could you use the word _____ at home? · What's the difference between the words <i>peek</i> and <i>stare</i>? 	<ul style="list-style-type: none"> · Understand parts of speech · Distinguish between nouns, verbs, adjectives · Understand shades of meaning for appropriate usage · Understand the relationship between groups of words · Sort words into categories

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New Jersey Student Learning Standard (NJSL) L.1.6.

NJSLS: 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).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · ESL · Special Education 	<ul style="list-style-type: none"> · Use vocabulary accurately in speaking and writing · Demonstrate using conjunctions in speaking and writing · Listen, share and read a variety of texts · Use new words and phrases when writing, reading and responding to texts 	<ul style="list-style-type: none"> · Can you retell the story in your own words and add details? · What was the most important event in the story? Why? · Was there a problem? If so, how was this problem solved? · What caused the problem? · What was the solution? · Would you have solved the problem differently? 	<ul style="list-style-type: none"> · Understand the importance of sequence in retelling what you have read · Retell the most important events, and then add details · Understand cause and effect events · Ask questions of difficult events · Discuss with partner the events in the story and how the problem was solved

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Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.sevmoursimon.com/index.php/blog <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>	<ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p>

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