

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
LANGUAGE ARTS/LITERACY CURRICULUM  
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>LISTENING, SPEAKING, VIEWING, REPRESENTING</b>					
<p style="text-align: center;"><u><b>LISTENING</b></u></p> <p><b>SCHOOL VOCABULARY</b></p> <p><b>LISTEN CRITICALLY &amp; RESPONSIVELY TO LITERATURE</b></p> <p><b>QUESTIONING</b></p> <p style="text-align: center;"><u><b>SPEAKING</b></u></p> <p><b>COMMUNICATE EFFECTIVELY</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• learn the vocabulary of school (numbers, shapes, colors, directions, categories).</li> <li>• recall title, setting, main characters, facts and details.</li> <li>• recall sequence of events and recognize words and rhythm.</li> <li>• ask and answer relevant questions.</li> <li>• communicate effectively in everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will play number Simon Says - "Hop four times."</li> <li>• Students will go on a shape hunt.</li> <li>• Students will draw and color a picture following oral directions.</li> <li>• Students will play sequencing games and rhyming games.</li> <li>• Students will respond to stories and poems.</li> <li>• Students will make up sentences using rhymes.</li> <li>• Students will participate in listening activities.</li> <li>• Allow students to draw or paint responses to "What if" questions.</li> <li>• Put a mystery object in a box. Each student gets one yes or no question.</li> <li>• Students make up and orally present their variation of a chosen story.</li> <li>• Students will participate in "Show and Tell."</li> </ul>	<ul style="list-style-type: none"> <li>• Crayons and Drawing Paper</li> <li>• Trade Books</li> <li>• Discussions</li> <li>• Drawing Paper</li> <li>• Crayons, Paint</li> <li>• Mystery Box</li> <li>• Literature</li> <li>• Tape Recorder or Video Camera</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Classroom Participation</li> <li>• Teacher Observation</li> <li>• Classroom Participation</li> <li>• Teacher Observation</li> <li>• Informal Checklist</li> <li>• Peer Reaction</li> </ul>	<p style="text-align: center;"><u><b>By the end of Grade 1</b></u></p> <p>3.4 A.1 B.2</p> <p>3.4 B.3,5,4</p> <p>3.4 B.7</p> <p>3.3 A.1</p>

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<b>VERBAL EXPRESSION</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>use appropriate language and vocabulary to describe ideas, feelings, and experiences.</li> <li>connect their own experiences with those of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students can sell their library book to the class by telling the main idea of the story and why they liked it.</li> <li>Students tell about something special that happened to them, such as vacations, birthday parties, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Library Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.3 A.2 B.1,2 C.2
<p style="text-align: center;"><u><b>VIEWING</b></u></p> <p><b>DEMONSTRATE VIEWING SKILLS</b></p>	<ul style="list-style-type: none"> <li>focus attention and respond to audiovisual media in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to stories and look at pictures.</li> <li>Students can retell stories to a partner.</li> <li>Students discuss favorite part of a video or filmstrip.</li> </ul>	<ul style="list-style-type: none"> <li>Trade Books</li> <li>Videos &amp; Filmstrips</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Participation</li> </ul>	3.5 A.1,2
<p><b>VIEWING COMPREHENSION</b></p>	<ul style="list-style-type: none"> <li>participate in activities related to reading and writing.</li> <li>apply comprehension strategies in viewing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write a sentence telling what's happening in a picture and then read each other's sentences.</li> <li>Students will watch half of a movie and make predictions of what might happen next.</li> <li>Students can tell the story to wordless picture books.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Writing Paper</li> <li>Videos</li> <li>Wordless Picture Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Classroom Participation</li> </ul>	3.5 A.7 B.1,2
<p style="text-align: center;"><u><b>REPRESENTING</b></u></p> <p><b>PRODUCE VISUALS</b></p>	<ul style="list-style-type: none"> <li>produce visuals to extend meaning.</li> <li>show how language contributes to the message.</li> </ul>	<ul style="list-style-type: none"> <li>Students will illustrate sentences.</li> <li>Students can tell about a picture that gives a message, such as signs with no words.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.5 A.3 B.1

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<b>READING: ALPHABETIC PRINCIPLE, SOUNDS/SYMBOLS</b>					
<b><u>PRINT AWARENESS</u></b>  <b>ALPHABET</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>know the order of the alphabet; know the difference between capital and lower-case letters.</li> </ul>	<ul style="list-style-type: none"> <li>Students will sing the Alphabet Song and play Alphabet Bingo. They will identify the alphabet names from cards and make letter potato prints with paint. The students will play the "I'm thinking of a word that begins with . . ." game.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Alphabet Chart</li> <li>Alphabet Bingo Game</li> <li>Alphabet Cards</li> <li>Potatoes, Paint</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.1    A.1
<b>WORD AWARENESS</b>	<ul style="list-style-type: none"> <li>recognize that print represents spoken language.</li> <li>know the difference between individual letters and words.</li> <li>understand that written words are separated by spaces.</li> <li>match oral words to printed words.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use letter cards to make words and use word cards to make sentences. Students will write a simple sentence about a picture and read it, pointing to each word.</li> <li>Listen to stories on tape.</li> <li>On chart paper, the teacher will present: "Today is _____. The weather is _____. Today we will _____." Using a pointer, the teacher will read orally, having the students read with her. Later in the year, the students can copy and fill in the blanks independently. This can be added to their portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Letter Cards</li> <li>Word Cards</li> <li>Picture Cards</li> <li>Stories on Tape</li> <li>Basic Writing Skills Book, p. 13-14</li> <li>Chart Paper</li> <li>Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.1    A.1 3.2    C.6 A.1

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<b>BOOK AWARENESS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>track print from left to right and return sweep; recognize parts of a book (title, cover).</li> </ul>	<ul style="list-style-type: none"> <li>Involve children in reading big books demonstrating left to right and word to word. Have children identify parts of a book during story time.</li> <li>After reading the book cover, ask students to identify the title, author, and illustrator.</li> </ul>	<ul style="list-style-type: none"> <li>Big Books</li> <li>Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.1 A.1,3 3.4 B.6
<b>SPELLING, CAPITALIZATION, &amp; PUNCTUATION</b>	<ul style="list-style-type: none"> <li>recognize that there are correct spellings for words; recognize how readers use capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>The students will copy a poem from the board.</li> <li>The teacher will write a dictated sentence to tell about each child's drawing.</li> <li>Super Sentence Stampers - write a sentence on the board where students have to find and correct several errors.</li> </ul>	<ul style="list-style-type: none"> <li>Poems</li> <li>Experience Paper</li> <li>Chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.2,3,4,5 A.2,6
<b><u>PHONOLOGICAL AWARENESS</u></b>					
<b>SENTENCE INTO WORDS</b>	<ul style="list-style-type: none"> <li>divide a spoken sentence into individual words.</li> </ul>	<ul style="list-style-type: none"> <li>The students will count how many words are in a spoken sentence and identify the first or last word.</li> <li>Students can use blocks or counters to represent words in a spoken sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Blocks</li> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.4 A.3
<b>RHYMING</b>	<ul style="list-style-type: none"> <li>produce rhyming words and distinguish rhyming from non-rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>Make a set of rhyming words for students to match. Use rhyming picture cards for nonreaders.</li> <li>Read poems to class and have students identify the rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming Word Cards</li> <li>Rhyming Picture Cards</li> <li>Poem Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.1 C.2 3.4 A.4

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<b>SOUNDS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• identify and isolate the initial and final sound of spoken word.</li> <li>• add, delete or change sounds to change words (such as cow to how).</li> <li>• blend sounds to make spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>• Using picture cards, students will name their picture and identify the initial or final sound by reproducing just that sound.</li> <li>• Call the students to line up by saying their first names without the initial sound (e.g. - [J]immy).</li> <li>• Have students name a new word by changing a beginning or ending sound.</li> <li>• Write a word on the board of 2, 3, or 4 letters, challenging the students to sound and blend it. This can also be done orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture cards</li> <li>• CD Rom</li> <li>• Chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>3.1 B.1 3.4 B.2</p>
<b>SYLLABLES</b>	<ul style="list-style-type: none"> <li>• segment one-syllable spoken words into individual phonemes.</li> <li>• identify, segment, and combine syllables within spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students to clap and count the syllables of their first and last names.</li> <li>• Put numbers 1-5 across top row of pocket chart. Each student chooses a picture and places it in the pocket chart under the number of syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Pocket Chart</li> <li>• Picture Cards</li> <li>• Number Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>3.1 B.2,3,4</p>
<b><u>PHONICS &amp; DECODING</u></b>  <b>ALPHABETIC PRINCIPLE</b>	<ul style="list-style-type: none"> <li>• recognize letter/sound correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>• Using picture cards, have the students tell how many sounds they can hear in the name of the picture.</li> <li>• Students will repeat a word and tell how many sounds it has.</li> <li>• Use sound boxes and chips to help students identify the sounds in a spoken word.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Cards</li> <li>• CD Rom</li> <li>• Sound Boxes</li> <li>• Bingo Chips</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skills Test</li> </ul>	<p>3.1 C.4</p>

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<b>CONSONANTS</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li>identify initial and final consonants.</li> </ul>	<ul style="list-style-type: none"> <li>The students will use letter cards to change beginning or ending sounds to make new words.</li> <li>The students will play "Guess what's in my bag. It begins (or ends) with /d-d-d-d/ and it swims."</li> <li>The students will practice adding a letter to a word to make a new word (e.g.: far - farm, how - house).</li> </ul>	<ul style="list-style-type: none"> <li>Letter Cards</li> <li>Small Objects or Pictures</li> <li>Bag</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skills Test</li> </ul>	3.1 C.1
<b>BLENDING &amp; SEGMENTING</b>	<ul style="list-style-type: none"> <li>blend CVC, CVCe, CCVC, CVCC, CVVC words.</li> <li>segment CVC, CVCe, CCVC, CVCC, CVVC words.</li> </ul>	<ul style="list-style-type: none"> <li>The students will make word ladders with words containing the consonant-vowel patterns.</li> <li>Dictate a word and ask the students to write in on their slate.</li> <li>Write a word on the board and have the students blend it. They can change the word in any way, but only by one letter.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>Student Slates</li> <li>Chalkboard</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skills Test</li> </ul>	3.1 B.2 C.3
<b>SHORT VOWELS</b>	<ul style="list-style-type: none"> <li>Identify and read words containing initial and medial short vowels, including e: ea.</li> </ul>	<ul style="list-style-type: none"> <li>Read a sentence and ask students to identify a word with a targeted short vowel sound.</li> <li>The students will play "I'm thinking of a word that has a short "i" and rhymes with pig."</li> </ul>	<ul style="list-style-type: none"> <li>Trade Books</li> <li>Rhyme Posters</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skills Test</li> </ul>	3.1 B.2 C.3

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<b>LONG VOWELS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>identify and read long vowels including vce; ay, ai; e, ee, ie; o, oa, oe, ow; i, y, igh.</li> </ul>	<ul style="list-style-type: none"> <li>The students will have a long “i” race. Two teams try to write down as many long “i” words as they can think of.</li> <li>The students will read various poems and stories, and identify long vowel words.</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Trade Books</li> <li>Poems</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skills Test</li> <li>Group Work</li> </ul>	3.1 B.1,2 C.4
<b>“R” CONTROLLED VOWELS</b>	<ul style="list-style-type: none"> <li>identify and read “r” controlled vowels: ar, or, ur, er.</li> </ul>	<ul style="list-style-type: none"> <li>Have the students pick out “r” controlled vowel words in a story they have read. List these on a chart in common groups, discussing similar sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>Trade Books</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> <li>Teacher Observation</li> <li>Skills Test</li> </ul>	3.1 B.1,2 C.4
<b>CONSONANT DIGRAPHS &amp; BLENDS</b>	<ul style="list-style-type: none"> <li>identify and read words with consonant blends including s, l, and r blends, and digraph ck, sh, th, ch, wh.</li> </ul>	<ul style="list-style-type: none"> <li>The students will read and recite various poems with words containing blends and digraphs.</li> <li>Give students clues to help them think of a word that begins or ends with a blend or digraph.</li> </ul>	<ul style="list-style-type: none"> <li>Poems</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skills Test</li> </ul>	3.1 C.1
<b>VARIANT VOWELS &amp; DIPHTHONGS</b>	<ul style="list-style-type: none"> <li>identify and read words containing variant vowels: oo; aw, au; eu, ew; and diphthongs: ou, ow; oi, oy.</li> </ul>	<ul style="list-style-type: none"> <li>The students will play “This ship is loaded with . . .” Students will try to come up with words that contain a targeted variant vowel or diphthong sound. Have students write these words on chart paper and reread to see if all of the words contain the target sound.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skills Test</li> </ul>	3.1 C.6

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<p><b>SILENT LETTERS</b></p> <p><b>“SCHWA” SOUND</b></p> <p><b>MULTISYLLABIC WORDS</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• identify and read words containing silent letters: l, b, k, w, g,h. gh.</li> <li>• identify and read words containing the “schwa” sound: er, en, le.</li> <li>• identify and read multisyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a small bulletin board area to create an ongoing list of words that students discover, through their reading, that have silent letters.</li> <li>• The students will practice writing sentences containing words with the “schwa” sound.</li> <li>• Choose multisyllabic words from a story that is being read to the students and ask them to clap out the number of syllables in those words.</li> <li>• Students will write a sentence using 2 or 3 multisyllabic words. Share.</li> </ul>	<ul style="list-style-type: none"> <li>• Bulletin Board</li> <li>• CD Rom</li> <li>• Writing paper</li> <li>• CD Rom</li> <li>• Trade Books</li> <li>• CD Rom</li> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Skills Test</li> </ul>	<p>3.1 C.6</p> <p>3.1 C.6</p> <p>3.1 C.4</p>
<b>READING: VOCABULARY/WORD IDENTIFICATION</b>					
<p><u><b>WORD STRUCTURE</b></u></p> <p><b>SPELLING PATTERNS</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• identify common spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will play “Add a Letter.” Begin with a familiar bit such as “at” or “it.” Make new words by adding a single letter.</li> <li>• The students will utilize poems to demonstrate spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Poems</li> <li>• CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>3.2 C,1,3,4</p>

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<b>SYLLABLE PATTERNS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>identify common syllable patterns.</li> </ul>	<ul style="list-style-type: none"> <li>The students will clap out syllables.</li> <li>The students will hold two fingers horizontally under their chin to feel the chin drop for each syllable.</li> </ul>	<ul style="list-style-type: none"> <li>Picture Cards</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.2 C.5 3.4 A.4</p>
<b>PLURALS</b>	<ul style="list-style-type: none"> <li>identify plural words.</li> </ul>	<ul style="list-style-type: none"> <li>Following the reading of a big book story, go through it again and have the students pick out nouns ending with "-s."</li> <li>Each student picks a noun and illustrates the singular and plural form of it.</li> </ul>	<ul style="list-style-type: none"> <li>Big Book</li> <li>Chart Paper</li> <li>CD Rom</li> <li>Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Student Drawings</li> </ul>	<p>3.2 C.5</p>
<b>POSSESSIVES &amp; CONTRACTIONS</b>	<ul style="list-style-type: none"> <li>understand that an apostrophe is used to show ownership.</li> <li>identify the two words that make a contraction.</li> </ul>	<ul style="list-style-type: none"> <li>After reading the story "No More Jumping on the Bed," students will identify the ownership of the many possessives mentioned in the story.</li> <li>The students will make flip charts with contractions and the two appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>"No More Jumping on the Bed" by Tedd Arnold</li> <li>Flip Charts</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.1 C.4</p>
<b>BASE WORDS</b>	<ul style="list-style-type: none"> <li>identify base words when reading words with inflectional endings (-s, -es, -ed, -ing.)</li> </ul>	<ul style="list-style-type: none"> <li>Have the students scan a previously read story to find words with the targeted inflectional ending. Ask the students to name the base words and list on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Trade Books</li> <li>Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.1 B.4</p>



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<b>NOUNS &amp; VERBS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>identify words that name persons, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Have the students make a chart listing people, places and things.</li> <li>Write several actions words on slips of paper to put in a hat. Students can choose an action to act out for others to guess. Write action words on the board.</li> <li>Let the students use their reading books to pick out people, places and things (or actions) to list on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper cut out in the shape of a person, building, or animal.</li> <li>Chalkboard</li> <li>Chart</li> <li>Reading Book</li> <li>CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Student Participation</li> </ul>	3.1 F.1
<b>RESOURCES &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>use a dictionary and a glossary.</li> </ul>	<ul style="list-style-type: none"> <li>The students will play a game using student dictionaries to locate words first.</li> <li>They will choose words from a story for partners to locate in a glossary.</li> <li>The students will use classroom dictionaries to look up selected reading vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Student Dictionaries</li> <li>Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.1 H.1,2
<b>SYNONYMS &amp; ANTONYMS</b>	<ul style="list-style-type: none"> <li>identify and use synonyms.</li> <li>identify and use antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Divide the class into groups. Give each group a word and have them write a list of synonyms. Share lists with the class.</li> <li>Have students illustrate opposites.</li> <li>Write opposite rebus sentences on the board like: "A ____ is big." "A ____ is little." Have students illustrate the blanks.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing Paper</li> <li>Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.1 F.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>MULTIPLE-MEANING WORDS &amp; FIGURATIVE LANGUAGE</b>	The students will be able to: <ul style="list-style-type: none"> <li>• use multiple-meaning words in sentences.</li> <li>• understand the meaning of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Given a multiple-meaning word, students will use it in a sentence illustrating each meaning.</li> <li>• Children will discuss possible meanings of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Discussion</li> </ul>	3.1 E.1,4,5,7 F.3
<b>READING: COMPREHENSION</b>					
<u><b>PREREADING STRATEGIES</b></u>  <b>PREVIEW &amp; PREDICT</b>          <b>PRIOR KNOWLEDGE &amp; BUILD BACKGROUND</b>	The students will be able to: <ul style="list-style-type: none"> <li>• preview and make predictions.</li> <li>• use their prior knowledge to help them better understand events and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite the students to preview a story by taking a picture walk. Have students make predictions. Chart their predictions. After reading the story, write on the chart what really happened.</li> <li>• Have the students play a game doing several things but have them stop before the final step. Have students predict what will happen next.</li> <li>• When reading a Trade Book to the class, stop in the middle and ask the students to make predictions of what might happen next.</li> <li>• Before reading a story, the teacher can evaluate prior knowledge of a topic by creating a word web.</li> <li>• Have students illustrate one concept from the word web and write a sentence about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Reading Books or Trade Books</li> <li>• Chalkboard</li> <li>• Experience Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class Participation</li> <li>• Teacher Observation</li> <li>• Student Projects</li> </ul>	3.4 B.1          3.1 E.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>PURPOSES FOR READING</b>	The students will be able to: <ul style="list-style-type: none"> <li>• establish and adjust purposes for reading.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing a picture walk, ask what the students want to find out as they read the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	3.1 E.2
<u>MONITORING STRATEGIES</u>					
<b>READING RATE</b>	<ul style="list-style-type: none"> <li>• adjust their reading rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who need fluency practice can read along silently or aloud with a partner, or listen to a story on audiocassette.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories on Tape</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	3.1 E.2
<b>REREAD</b>	<ul style="list-style-type: none"> <li>• reread, search for clues, ask questions and ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can work in pairs to read a story, taking turns alternating the sentences.</li> <li>• Encourage students to search for clues in the pictures for a story.</li> <li>• Ask students to brainstorm some questions they might need to answer to prepare a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Books</li> <li>• CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>• Partner Work</li> </ul>	3.1 E.4,5
<b>VISUALIZE</b>	<ul style="list-style-type: none"> <li>• close their eyes and visualize the events of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a story to the class. Close your eyes and retell the story.</li> <li>• After the story, have the students draw a picture of one of the main events in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Trade Books</li> <li>• Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	3.5 A.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>READ ALOUD</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• read a portion of a story aloud using decoding and vocabulary strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to students read a portion of a story and complete a running record.</li> <li>• Students can record themselves reading a story on a tape recorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Running Record</li> <li>• Reading Book</li> <li>• Tape Recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Running Record</li> </ul>	<p>3.1 A.2 D.2,3 3.3 D.2,4</p>
<b>GRAPHIC ORGANIZERS</b>	<ul style="list-style-type: none"> <li>• create story maps, diagrams, charts and story props to help comprehend texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple letter and number grid on the overhead projector. Show how to find two points on the grid.</li> <li>• Have the students complete a story map which includes the title, main characters, beginning, middle and ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead Projector</li> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Student Participation</li> </ul>	<p>3.1 A.4 E.6 3.5 A.5</p>
<b><u>SKILLS AND STRATEGIES</u></b>					
<b>DRAWING CONCLUSIONS</b>	<ul style="list-style-type: none"> <li>• use story details to draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Read riddles and have students guess the answers.</li> <li>• Provide cartoons and ask a question that leads students to draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoons</li> <li>• Riddle Books</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Teacher Observation</li> </ul>	<p>3.1 G.1 3.2 A.7</p>
<b>ILLUSTRATIONS</b>	<ul style="list-style-type: none"> <li>• use illustrations to extend comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture books, without text, to tell a story.</li> <li>• Students can draw a picture and tell a story about it.</li> <li>• Show an isolated picture from a story. Students can retell the story while looking at the illustration.</li> <li>• Have on student draw a picture an another student write a sentence about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Books</li> <li>• Drawing Paper</li> <li>• Trade Books</li> <li>• CD Rom</li> </ul>	<ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Completed Sentences</li> </ul>	<p>3.5 A.6</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>REALITY &amp; FANTASY</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>practice distinguishing between reality and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>Have each student choose a picture in a trade book to show to the class. They can identify the illustrations as real or make-believe.</li> <li>Describe various situations and ask the students whether they are real or fantasy.</li> <li>Give students a picture prompt to write about that shows reality or fantasy; save for writing portfolios. Share with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Trade Books</li> <li>CD Rom</li> <li>Portfolios</li> <li>“Picture Prompts for Young Writers” Book, p. 30-62, Animal Antics</li> </ul>	<ul style="list-style-type: none"> <li>Skills Test</li> <li>Student Participation</li> <li>Completed Story</li> </ul>	<p>3.5 A.2 3.2 A.4 B.1,4 D.2</p>
<b>CLASSIFICATION</b>	<ul style="list-style-type: none"> <li>tell how things are alike.</li> </ul>	<ul style="list-style-type: none"> <li>Fold paper into four equal parts and label each section: Food, Pets, Toys, Clothes. Have the students draw several examples in each section.</li> <li>Have the students make lists with one topic and many similar objects.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing Paper</li> <li>Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.1 G.4</p>
<b>PREDICT OUTCOMES</b>	<ul style="list-style-type: none"> <li>make predictions about a story by looking ahead at the illustrations.</li> <li>predict outcomes by using prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Following a picture walk of a story, record the students’ predictions of the story outcome on a chart.</li> <li>Read a rhyming poem up to the last line. Ask the students to predict how the poem will end.</li> <li>Read half of a story. Ask the students to predict how it will end.</li> <li>Use sequence cards.</li> <li>Give students a picture prompt to write about where they will have to predict what might happen next; save for portfolios. Share with the class.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>Trade Books</li> <li>Poems</li> <li>Sequence Cards</li> <li>“Picture Prompts for Young Writers” Book, p. 7, 10, 12, 19, 65, 71, 79</li> <li>Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Skills Test</li> <li>Teacher Observation</li> <li>Completed Stories</li> </ul>	<p>3.4 B.1 3.2 B.1,3,4 D.1,2</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>SEQUENCE</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• tell or act out the sequence of events.</li> <li>• tell or record the steps in a process.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will record or act out the steps of the daily routine.</li> <li>• The students will cut apart the frames of comic strips to be arranged in the correct order.</li> <li>• The students will cut a story apart by paragraphs to be put back in the proper sequence in cooperative groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Comic Strips</li> <li>• Copies of a Story</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Completed Stories</li> </ul>	<p>3.1 G.3 3.3 D.3</p>
<b>CAUSE &amp; EFFECT</b>	<ul style="list-style-type: none"> <li>• use cause and effect to follow the story sequence and understand the plot.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will chart the cause and effect of a specific story moving through the story in sequential order.</li> <li>• Have one student act out the cause and another student act out the effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Teacher Observation</li> </ul>	<p>3.1 G,4,5</p>
<b>COMPARE &amp; CONTRAST</b>	<ul style="list-style-type: none"> <li>• compare and contrast topics, characters, problems or themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a Venn diagram to compare and contrast two characters in a story, or two different versions of the same fairy tale.</li> <li>• Have the students compare and contrast their favorite foods. Working in pairs, they can draw, tell and write about the differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy Tales</li> <li>• Chart Paper</li> <li>• Experience Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Completed Projects</li> </ul>	<p>3.1 G.4</p>
<b>SUMMARIZE</b>	<ul style="list-style-type: none"> <li>• summarize the important ideas from a story.</li> <li>• summarize the important events of their day in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the students use a large writing tablet to retell a story, giving the most important details, but using as few words as possible.</li> <li>• Have the students give a book report on library books.</li> <li>• Read a short passage to the students and have them try to summarize it in a single sentence.</li> <li>• Using p. 18 or 19, students can finish the sentences to write a summary of their day.</li> </ul>	<ul style="list-style-type: none"> <li>• Library Books</li> <li>• Large Writing Tablet</li> <li>• “Basic Writing Skills” Book, p. 18-19</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Completed Reports</li> <li>• Completed Stories</li> </ul>	<p>3.2 A.4 B.1,2 3.2 A.2 B.2 C.6</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>INFERENCES</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• make and explain inferences, and practice various questions.</li> <li>• use study strategies to learn and recall.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will play the game “Charades” to make inferences through reasoning. When someone guesses correctly, have them explain the inference.</li> <li>• Have the students answer questions about a story using these questions: Who? What? Where? When? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Trade Book</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Group Participation</li> </ul>	3.1 G.5 3.2 A.8,9
<b>MAIN IDEA OR CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>• use supporting details to identify the main idea of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the students tell the main idea of a picture.</li> <li>• Students can work in groups to tell the main idea of a paragraph or just one page in a story.</li> <li>• Read a story to the class and ask students to identify the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Group Work</li> <li>• Teacher Observation</li> </ul>	3.1 H.2 G.7
<b><u>LITERARY RESPONSE</u></b>  <b>LISTEN TO STORIES</b>	<ul style="list-style-type: none"> <li>• listen to stories being read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will listen to stories, poems, nursery rhymes and finger plays.</li> <li>• Have the students complete the rhyming word in poems.</li> <li>• Students can illustrate their favorite part of a story or poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Stories</li> <li>• Finger Plays</li> <li>• Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Student Participation</li> </ul>	3.4 A.3 3.5 B.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>RESPOND TO STORIES</b>  <b>SHOW UNDERSTANDING</b>  <b>CONNECT IDEAS</b>  <b>SUPPORT RESPONSES</b>  <b>INTERPRET TEXT</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• respond through talk, movement, music, art drama and writing to a variety of stories and poems.</li> <li>• embellish a retelling of a familiar story.</li> </ul> <ul style="list-style-type: none"> <li>• show understanding through writing, illustrating, demonstrations, and using technology.</li> <li>• connect ideas and themes across texts.</li> <li>• support responses by referring to the text and own experiences.</li> <li>• interpret text ideas through journal writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can act out scenes from their favorite stories.</li> <li>• Students can join in the reading of a predictable and patterned story.</li> <li>• Use big books with easy or predictable text.</li> <li>• Using lesson 6, p. 39, record the events as students remember them, leaving space to fill in missing ones. Then highlight the sentences that tell the main events.</li> </ul> <ul style="list-style-type: none"> <li>• Using story characters, have students tell the characters' opinion of an event in the story.</li> <li>• Using story characters and a new plot idea, have students brainstorm and write new dialogue for the story.</li> <li>• The students will create a mural of sentences from favorite stories.</li> <li>• After reading a story, students can write a play and perform it.</li> <li>• Students can write a letter to a story character to suggest ways to solve a problem in the story.</li> <li>• Students can write about their favorite part of a story in their journal, then illustrate it.</li> <li>• Students will share with the class an experience that may be similar to an event in the story.</li> <li>• Students will make stick puppets to help retell a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Books</li> <li>• Predictable Stories</li> <li>• "Basic Writing Skills" Book, p. 39-43</li> <li>• Chart Paper</li> </ul> <ul style="list-style-type: none"> <li>• Writing Paper</li> <li>• Drawing Paper</li> <li>• Journal</li> <li>• Craft Sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Completed Retelling</li> </ul> <ul style="list-style-type: none"> <li>• Completed Projects</li> <li>• Group Participation</li> </ul>	<p>3.4    B.1,3,4,5,6,7</p> <p>3.1    D.1          E.3          G.2</p> <p>3.2    A.3,5          B.3,4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><b><u>TEXT STRUCTURE/ LITERARY CONCEPTS</u></b></p> <p><b>FORMS OF TEXT</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• distinguish forms of text and their functions (lists, newspapers, signs).</li> </ul>	<ul style="list-style-type: none"> <li>• Students can work in groups to produce a list of the things we might take with us on a trip.</li> <li>• Have students prepare a sign for a lost pet.</li> <li>• The students will use the newspaper to find examples of interesting events at school.</li> <li>• Have students complete Composing the Afternoon News Activity, Lesson 8, p. 50-56. Have students enter into their portfolio and share with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> <li>• Drawing Paper</li> <li>• Newspapers</li> <li>• “Basic Writing Skills” Book, P. 44-56</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Projects</li> <li>• Group Participation</li> <li>• Completed Writing Pieces</li> </ul>	<p>3.1 H.3 A.4 D.3 E.2,6 G.2,3 3.2 A.2,3,8 B.4</p>
<p><b>STORY STRUCTURE</b></p>	<ul style="list-style-type: none"> <li>• understand story structure.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will create a story map to help children identify a story’s: 1) main characters; 2) setting; 3) beginning; 4) middle; and 5) ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Story Map</li> </ul>	<p>3.1 G.4 3.2 B.3</p>
<p><b>FICTION/ NONFICTION</b></p>	<ul style="list-style-type: none"> <li>• distinguish fiction from nonfiction, including fact and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of elements that will help to distinguish fiction from nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed List</li> </ul>	<p>3.1 H.3 3.2 A.8</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD										
<b>LITERARY FORMS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>understand literary forms such as stories, poems, plays and informational books.</li> </ul>	<ul style="list-style-type: none"> <li>After reading and/or listening to each literary form, the students will work together to create a class story, poem, play or an informational book.</li> <li>Give the students many opportunities to listen to a variety of poems.</li> <li>Choose a poem by Jack Prelutsky, such as "If I Could Be Frog," and help the class to compose a new poem in the same style and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>"It's Raining Pigs &amp; Noodles", Poems by Jack Prelutsky</li> <li>Books of Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Completed Class Book</li> <li>Completed Poems</li> </ul>	<table border="0"> <tr> <td>3.1</td> <td>C.2</td> </tr> <tr> <td></td> <td>G.2</td> </tr> <tr> <td>3.2</td> <td>A.8</td> </tr> <tr> <td>3.3</td> <td>D.1</td> </tr> <tr> <td>3.4</td> <td>B.6</td> </tr> </table>	3.1	C.2		G.2	3.2	A.8	3.3	D.1	3.4	B.6
3.1	C.2														
	G.2														
3.2	A.8														
3.3	D.1														
3.4	B.6														
<b>LITERARY TERMS</b>	<ul style="list-style-type: none"> <li>understand the roles of author and illustrator.</li> </ul>	<ul style="list-style-type: none"> <li>The students can write and illustrate their own stories.</li> <li>Students will read and identify the author and illustrator of stories read to the class.</li> <li>The students will do an author or illustrator study so the class can identify the author's or illustrator's style.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> <li>Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Completed Projects</li> </ul>	<table border="0"> <tr> <td>3.5</td> <td>A.6</td> </tr> <tr> <td>3.2</td> <td>D.2</td> </tr> <tr> <td></td> <td>B.3</td> </tr> <tr> <td></td> <td>A.8</td> </tr> </table>	3.5	A.6	3.2	D.2		B.3		A.8		
3.5	A.6														
3.2	D.2														
	B.3														
	A.8														
<b>CHARACTER PLOT &amp; SETTING</b>	<ul style="list-style-type: none"> <li>analyze character, character's point of view, plot and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Use trade books to help the students identify characters, their point of view, plot and setting.</li> <li>Ask the students to work in groups and write a short story in a particular setting.</li> <li>Have the students do an oral retelling of a story from one character's point of view.</li> <li>Using any picture prompt from Unit 1, "Friends Together," the students will write a short story and be able to identify the character's point of view, the plot and the setting. These can be shared and added to their portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>Trade Books</li> <li>Writing Paper</li> <li>"Picture Prompts for Young Writers" Book, p. 6-14</li> <li>Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Skills Test</li> <li>Completed Stories</li> <li>Teacher Observation</li> </ul>	<table border="0"> <tr> <td>3.1</td> <td>G.4</td> </tr> <tr> <td></td> <td>E.3</td> </tr> <tr> <td>3.2</td> <td>B.4</td> </tr> <tr> <td></td> <td>D.2</td> </tr> </table>	3.1	G.4		E.3	3.2	B.4		D.2		
3.1	G.4														
	E.3														
3.2	B.4														
	D.2														

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>VARIETY OF TEXT</u></p> <p><b>GENRES</b></p> <p><b>GENRES</b></p> <p><b>VARIETY OF PURPOSES</b></p> <p><u>FLUENCY</u></p> <p><b>ORALLY</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• read a variety of genres.</li> <li>• classify books according to their genre.</li> <li>• read for a variety of purposes.</li> <li>• use informational texts.</li> <li>• select varied sources when reading for pleasure.</li> <li>• read orally with fluency from familiar texts.</li> <li>• self-select independent level reading.</li> <li>• read regularly in independent and instructional level materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories to the class and identify them as humorous, realistic, fantasy, nonfiction, informational or plays. Ask them to recall other stories they've heard from the same genre.</li> <li>• Use chart paper to make lists of books that have been read to the class. The categories could include: humorous, real, make-believe, nonfiction, or informational.</li> <li>• Provide an assortment of books for independent reading.</li> <li>• Provide library books for the students to gather information about a science or social studies topic. Use a K-W-L chart to display information that was found.</li> <li>• Provide classroom time when students may read a favorite story to the class.</li> <li>• Have students read with partners.</li> <li>• Pair students with reading buddies in another class.</li> </ul>	<ul style="list-style-type: none"> <li>• Trade Books</li> <li>• Chart Paper</li> <li>• Trade Books</li> <li>• Library Books</li> <li>• Chart Paper</li> <li>• Trade Books</li> <li>• Reading Books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Completed Lists</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>3.1 D.3 H.2 3.2 A.8</p> <p>3.1 G.2 H.3 3.4 B.3</p> <p>3.1 E.2</p> <p>3.3 D.1,4</p>



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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><b>ARTICULATE</b></p> <p><u><b>CRITICAL THINKING</b></u></p> <p><b>EXPERIENCES</b></p> <p><b>MAKE CONNECTIONS</b></p> <p><b>EXPRESSION</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• articulate and discuss themes and connections that cross cultures.</li> <li>• comprehend, apply, analyze, synthesize, and evaluate experiences.</li> <li>• comprehend, apply, analyze, synthesize, and evaluate making connections.</li> <li>• comprehend, apply, analyze, synthesize, and evaluate expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will learn to say “hello” in several other languages.</li> <li>• The students will learn the names of common foods in Spanish.</li> <li>• Have the students make a list of ethnic foods that we normally eat.</li> <li>• Before reading a story, ask the students to share what they know about the story’s topic. Have them make a word web on chart paper.</li> <li>• After reading several books with the same theme, divide the class into groups. Each group will draw pictures and give an oral summary of their book.</li> <li>• The students will turn and talk to their neighbor and tell what they think about the story they just heard.</li> <li>• The students will participate in “What if _____ happened?” They will tell what they would do.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Chart Paper</li> <li>• Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Group Participation</li> <li>• Group Participation</li> <li>• Group Presentations</li> <li>• Teacher Observation</li> </ul>	<p>3.3    A.2,3           B.1</p> <p>3.1    E.1</p> <p>3.1    H.1 3.2    D.1</p> <p>3.5    B.2</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>INQUIRY</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>comprehend, apply, analyze, synthesize, and evaluate inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>When introducing a new unit or topic in science, have the students prepare a K-W-L chart: K = What I <b><u>K</u></b>now; W = What I <b><u>W</u></b>ant to Know; L - What I <b><u>L</u></b>earned.</li> </ul>	<ul style="list-style-type: none"> <li>Bulletin Board</li> </ul>	<ul style="list-style-type: none"> <li>Student Participation</li> </ul>	3.1 H.2
<b>PROBLEM SOLVING</b>	<ul style="list-style-type: none"> <li>comprehend, apply, analyze, synthesize, and evaluate solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>Divide the class into groups and present each group with a problem. Have them brainstorm a list of possible solutions and share their ideas with the class.</li> <li>Conflict Resolution Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Conflict Resolution Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Group Participation</li> </ul>	3.4 B.7
<b>STUDY SKILLS</b>					
<b><u>INQUIRY/RESEARCH</u></b> <b>FOLLOW DIRECTIONS</b>	<ul style="list-style-type: none"> <li>use strategies for listening to follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>The students will play “Simon Says” or “Mother May I?”</li> <li>The students will make a picture by following simple oral directions.</li> <li>The students will participate in Origami activities.</li> <li>Have students complete Listening Skills Activities to improve following oral directions.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing Paper</li> <li>Listening Skills Kits</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.4 A.1 B.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>ALPHABETICAL ORDER</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>use alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>Give students letters on index cards in random order. Have them start with 4 letters that are in ABC order. Keep adding students so the entire class in ABC order by their letter card.</li> <li>Students sing the ABC song and line up in alphabetical order by their first name.</li> <li>Do alphabetical dot-to-dot activities.</li> </ul>	<ul style="list-style-type: none"> <li>Index Cards</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.2 C.1</p>
<b>RESEARCH</b>	<ul style="list-style-type: none"> <li>identify/frame questions for research.</li> <li>evaluate research and raise new questions.</li> <li>obtain, organize and summarize information.</li> </ul>	<ul style="list-style-type: none"> <li>As new topics are introduced in Science, Health, or Social Studies, encourage the students to use the library to find and share further interests.</li> <li>Create a K-W-L-S chart: <b>K</b> = What I <u><b>K</b></u>now; <b>W</b> - What I <u><b>W</b></u>ant to Know; <b>L</b> = What I <u><b>L</b></u>earned; <b>S</b> = What I <u><b>S</b></u>till Want To Know.</li> </ul>	<ul style="list-style-type: none"> <li>Library Books</li> <li>Bulletin Board</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.1 E.7 H.2 3.5 A.5</p>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>use technology to present information in various formats.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use the internet to obtain and present information on topics introduced in the classroom.</li> <li>Present weekly spelling lists using PowerPoint.</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<p>3.2 A.10 D.1 3.5 A.3</p>
<b>TEXT ORGANIZERS</b>	<ul style="list-style-type: none"> <li>use text organizers such as book cover, title page, author, illustrator, and table of contents.</li> <li>use glossary and dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Students can identify author, title page, etc., in their library book.</li> <li>Students will play a team game using the table of contents to locate information first.</li> <li>Students will use dictionaries to look up selected reading vocabulary.</li> <li>Students will choose words from a story for partners to locate in the glossary.</li> </ul>	<ul style="list-style-type: none"> <li>Library Book</li> <li>Multiple Copies of Books with a Table of Contents</li> <li>Dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>Skills Test</li> <li>Teacher Observation</li> </ul>	<p>3.1 A.3 E.7</p>



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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>PERSONAL NARRATIVE</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• write a story as an expressive narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will write stories about characters who have a problem. The purpose will be to entertain people.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Stories</li> </ul>	3.2 B.2
<b>COMPARISON</b>	<ul style="list-style-type: none"> <li>• write a story as an informative classificatory.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will write a story comparing two things such as a moth and a butterfly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Stories</li> </ul>	3.2 B.1 D.2
<b>EXPLANATORY</b>	<ul style="list-style-type: none"> <li>• write an informative narrative story.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will write a story explaining the steps in a process, such as how to make a peanut butter and jelly sandwich.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Completed Stories</li> </ul>	3.2 B.1 D.2
<b>PERSUASIVE</b>	<ul style="list-style-type: none"> <li>• write a story that is a persuasive, descriptive story.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will write a story telling others what they can do to take care of their teeth and why they should do each thing.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Stories</li> </ul>	3.2 B.1 D.2
<b>EXPOSITORY</b>	<ul style="list-style-type: none"> <li>• write a story as a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will write a detailed story with a presentation, such as animals that make good pets or the weather changes of each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Test</li> <li>• Completed Projects</li> </ul>	3.2 B.1 D.1
<b>VARIOUS FORMATS</b>	<ul style="list-style-type: none"> <li>• write using a variety of formats, such as book reports, interviews, invitations, lists, notes, plays, poems and letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for the class to use real situations for writing in various formats, such as an invitation to parents for a class performance, a thank you note, or a letter to a sick classmate.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Projects</li> </ul>	3.2 B.1 D.1,2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>PURPOSES/AUDIENCES</u>	The students will be able to:				
<b>DICTION</b>	<ul style="list-style-type: none"> <li>dictate messages such as news and stories for others to write.</li> </ul>	<ul style="list-style-type: none"> <li>The students can practice writing messages that are dictated slowly to each other. Then they can pass the message on to the person it was written for.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Completed Messages</li> </ul>	3.2      A.2,3
<b>LABELS, NOTES, CAPTIONS</b>	<ul style="list-style-type: none"> <li>write labels, notes and captions for illustrations, possessions, charts and centers.</li> </ul>	<ul style="list-style-type: none"> <li>Let the students write captions for pictures cut from magazines. These can be bound into a class book.</li> <li>Use labels for students to write their name on. They can put these on folders, lunch boxes, etc.</li> <li>Have the students write a note to a friend and deliver it to their mailbox or desk.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> <li>Labels</li> </ul>	<ul style="list-style-type: none"> <li>Completed Projects</li> </ul>	3.2      A.4
<b>RECORD, DISCOVER, DEVELOP</b>	<ul style="list-style-type: none"> <li>write to record, to discover and develop ideas, to inform, to influence, and to entertain.</li> </ul>	<ul style="list-style-type: none"> <li>Provide various opportunities for the students to write, such as: 1) during a video, write down something they did not know; 2) a joke or a riddle to share; 3) listening to a favorite song over and over and try to write the lyrics; 4) while they are brainstorming ideas; 5) during a disagreement, each student writes his/her reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.5
<u>PROCESSES</u>					
<b>PREWRITING</b>	<ul style="list-style-type: none"> <li>generate ideas for self-selected and assigned topics, using prewriting strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Use students own life experiences for topics.</li> <li>Have the students brainstorm with a small group or the class for topics.</li> <li>Have the students visualize and draw a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> <li>Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>DRAFTS &amp; REVISIONS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>develop drafts.</li> <li>revise drafts for varied purposes.</li> </ul>	<ul style="list-style-type: none"> <li>The students will develop a first draft on a given or self-selected topic, writing freely without self-editing.</li> <li>The students can trade papers with a partner, read each other's stories, and then ask questions for clarification.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Papers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Partner Work</li> </ul>	3.2      A.6,7
<b>DRAFTS &amp; REVISIONS</b>	<ul style="list-style-type: none"> <li>begin to mimic an author's voice and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Read a story that follows a pattern such as "Brown Bear, Brown Bear." Then, as a class activity, write a story following this pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Story - "Brown Bear, Brown Bear"</li> <li>Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.8
<b>EDIT &amp; PROOFREAD</b>	<ul style="list-style-type: none"> <li>edit for appropriate grammar, spelling, and punctuation; then proofread.</li> </ul>	<ul style="list-style-type: none"> <li>Students can edit their own work for features of polished writings.</li> <li>Students can proofread their own writing and that of others.</li> <li>The students will use a first draft story from another class without a name on it. Copy for use on the overhead projector. Model for students how to edit from grammar, spelling and punctuation using a checklist; then proofread together.</li> </ul>	<ul style="list-style-type: none"> <li>First Draft Stories</li> <li>Overhead Transparency</li> <li>Overhead Projector</li> <li>Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.9
<b>PUBLISH</b>	<ul style="list-style-type: none"> <li>bring pieces to final form and publish them for audiences.</li> </ul>	<ul style="list-style-type: none"> <li>The students will make a final copy and present their stories to the class.</li> <li>The students can type their stories for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Published Stories</li> <li>Six Point Writing Rubric (last page of teacher's manual)</li> </ul>	3.2      B.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>WRITING FOLDER</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>collect favorite works in a personal writing folder.</li> </ul>	<ul style="list-style-type: none"> <li>Select writing samples for inclusion in a personal writing folder.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Folder</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.4
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>use technology to compose text.</li> </ul>	<ul style="list-style-type: none"> <li>The students can use the word processor to compose their stories. Remind students to save what they've written every few minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Word Processor</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.10
<b>REFERENCE MATERIALS</b>	<ul style="list-style-type: none"> <li>select and use reference materials and resources for writing, revising, and editing final drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the students to use dictionaries, encyclopedias, library books, and internet connections (<a href="http://www.mhschool.com/reading">www.mhschool.com/reading</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Dictionaries</li> <li>Encyclopedias</li> <li>Library Books</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      A.10
<b><u>SPELLING</u></b> <b>NAME &amp; HIGH FREQUENCY WORDS</b>	<ul style="list-style-type: none"> <li>spell their own name and write the high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Pour some salt into a shoebox lid. Have the students practice writing words in the salt.</li> <li>Write words on lined chart paper, cut apart and laminate. The students can trace with wipe-off crayons or whiteboard markers.</li> </ul>	<ul style="list-style-type: none"> <li>Salt</li> <li>Shoebox Lid</li> <li>Chart Paper</li> <li>Wipe-Off Crayons</li> <li>Whiteboard Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      C.5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>SHORT VOWEL WORDS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>spell words with short vowels (including CVC and one syllable words with blends CCVC, CVCC, CCVCC).</li> </ul>	<ul style="list-style-type: none"> <li>Print several short vowel words on the board. Have students come to the board, choose a word, read it aloud, and print a rhyming word next to it.</li> <li>Have students cut out individual letters from magazines and paste them on construction paper to form spelling words.</li> </ul>	<ul style="list-style-type: none"> <li>Chalkboard</li> <li>Magazines</li> <li>Construction Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.3,4
<b>LONG VOWEL WORDS</b>	<ul style="list-style-type: none"> <li>spell words with long vowels (including CVCe)</li> </ul>	<ul style="list-style-type: none"> <li>The students will play "Red Light, Green Light." Give each student a red circle and a green circle cut from construction paper. If you spell a word correctly, students hold up the green light to go on to the next word. If you spell the word incorrectly, they hold up a red light, and you choose someone to spell it correctly. If the spelling is correct, he/she chooses the next word for the class to spell.</li> </ul>	<ul style="list-style-type: none"> <li>Red and Green Circles from Construction Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.3,4
<b>DIGRAPHS, BLENDS, CLUSTERS &amp; DOUBLE CONSONANTS</b>	<ul style="list-style-type: none"> <li>spell words with digraphs, blends, consonant clusters and double consonants.</li> </ul>	<ul style="list-style-type: none"> <li>Play "Catch Me If You Can." Divide the class into two teams. Spell a word. The first person from each team who tells you the word wins. Both students go to the end of the line of the student who answered correctly. Everyone gets at least one turn. The team with the most players wins.</li> </ul>		<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.3,4

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<b>DIPHTHONGS, VARIANT VOWELS &amp; “R” CONTROLLED VOWELS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>spell words with diphthongs, variant vowels and “r” controlled vowels.</li> </ul>	<ul style="list-style-type: none"> <li>The students will participate in Living Spelling Words. Give each student an index card with a letter from this week’s spelling words. Say a word and students with the letters for that word must arrange themselves in the proper order, holding up their letter in the front of the room. Everyone helps to make corrections and then spell the word.</li> </ul>	<ul style="list-style-type: none"> <li>Index Cards</li> </ul>	<ul style="list-style-type: none"> <li>Student Participation</li> </ul>	3.2 C.3,4
<b>ENDINGS</b>	<ul style="list-style-type: none"> <li>write words with inflectional endings (including plurals, past tense, dropping the final e, changing to y and i, and changing to consonant doubling).</li> </ul>	<ul style="list-style-type: none"> <li>After reading a story in the reading book, ask the students to look through the story to find examples of words with plural endings, past tense, or dropping the final e, etc. List the words on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Books</li> <li>Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.3,4
<b>BASE WORDS</b>	<ul style="list-style-type: none"> <li>write the accurate spelling of root or base words.</li> </ul>	<ul style="list-style-type: none"> <li>Give each student a copy of a short story. First, they will highlight with yellow crayon all of the words with endings. List these on a chart. Working with a partner, the students will write the base words of the words on the chart.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of a Short Story or Part of a Story</li> <li>Chart Paper</li> <li>Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Completed Project</li> </ul>	3.2 C.3,4

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<p><b>SYNONYMS &amp; ANTONYMS</b></p> <p><b>WORDS ACROSS THE CURRICULUM</b></p> <p><b>RESOURCES</b></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>identify and write synonyms and antonyms.</li> <li>write words from Social Studies, Science, Math and Physical Education.</li> <li>use resources to find correct spellings, use conventional spelling in writing assignments, and spell accurately in final drafts.</li> </ul>	<ul style="list-style-type: none"> <li>The students will play "Synonym Relay Race." Give the first student a paper with a word on it. They will write a synonym and pass it to the student behind. The first row to finish without duplicating is the winner.</li> <li>Give each student a blank bingo grid of nine boxes. Call a word and the students will write an antonym in any box. Use these grids to play "Antonym Bingo."</li> <li>Have students keep a running list of words in their journal that are often used across the curriculum.</li> <li>Create a Word Wall on a bulletin board of words that students use often in their writing and usually misspell.</li> <li>Provide beginning dictionaries for students to use. Practice "chunking" by quickly turning to the front, middle or back of the dictionary to speed up the process of finding a word.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Paper</li> <li>Blank Bingo Grids</li> <li>Journal</li> <li>Word Wall</li> <li>Dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Observation</li> <li>Teacher Observation</li> </ul>	<p>3.1      F.2</p> <p>3.2      C.5</p> <p>3.2      B.1</p>

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<b>GRAMMAR AND USAGE</b>	The students will be able to:				
<b>SENTENCE CONCEPTS</b>	<ul style="list-style-type: none"> <li>• understand sentence concepts such as word order, statements, questions, exclamations, and commands.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will write a sentence on a sentence strip. Cut it apart and have the children read the words and put them back in order.</li> <li>• Copy a page from a previously read story. Have the students identify the sentences as statements, questions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Strips</li> <li>• Reading Books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	3.2 H.4
<b>COMPLETE SENTENCES</b>	<ul style="list-style-type: none"> <li>• recognize complete and incomplete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Write five words on the board. Invite the students to use a word in a sentence. The class can identify complete and incomplete sentences. Write complete sentences on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Chalkboard</li> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	3.2 A.9
<b>NOUNS</b>	<ul style="list-style-type: none"> <li>• identify nouns including common, proper, singular, plural, and possessives.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the students make charts for people, places and things.</li> <li>• Make a big book for singular and plural nouns.</li> <li>• Ask the students to draw a picture of themselves and something that they own. Have other students help them write the possessive of their name and the thing that they own. ( ex: Steve's dog)</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Large Paper</li> <li>• Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Projects</li> </ul>	3.2 A.3
<b>VERBS &amp; VERB TENSE</b>	<ul style="list-style-type: none"> <li>• identify action verbs and past and present tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will act out an action word with no talking. See if the class can guess what the verb is and list on a chart.</li> <li>• The students will act out an action word with no talking. See if the class can guess what the verb is and list on a chart.</li> <li>• The students can write a present tense sentence and a past tense sentence and illustrate both.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Paper</li> <li>• Experience Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	3.2 A.3

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<b>PRONOUNS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• use pronouns, possessive pronouns, and objective case pronouns accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will use a big book that has been previously read. Create a Cloze activity with small post-it notes to substitute pronouns for nouns.</li> <li>• The students will play "Pronoun Partners." Make a pair of cards for every two students. On one card write a noun and a verb (ex. - Ana sings), and on the other card a pronoun and same verb (ex. - She sings). The students will move around the group until they find their pronoun partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Book</li> <li>• Post-it Notes</li> <li>• Index Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Group Participation</li> </ul>	3.2      A.3
<b>SUBJECT &amp; PREDICATE, SUBJECT - VERB AGREEMENT</b>	<ul style="list-style-type: none"> <li>• identify the subject and predicate parts of a sentence.</li> <li>• have subject - verb agreement when writing sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• The students can write a sentence on a sentence strip. Cut them apart to make a subject and predicate. Mix them together and have the students pick a subject and predicate to make a silly sentence. Have them illustrate the sentence.</li> <li>• Have the students write a short story to use on the overhead that does not have a subject - verb agreement. See if the students can make the corrections.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Strips</li> <li>• Experience Paper</li> <li>• Overhead Projector</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Projects</li> </ul>	3.2      A.4
<b>CONTRACTIONS</b>	<ul style="list-style-type: none"> <li>• identify the two words that make a contraction, and understand the use of an apostrophe.</li> </ul>	<ul style="list-style-type: none"> <li>• Have each student choose their favorite trade book from the classroom library. Ask them to skim through and locate contractions. Write them on a chart. Later, the students can name the two words that make each contraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Trade books</li> <li>• Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Chart</li> </ul>	3.2      A.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b>CONJUNCTIONS</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>identify and use conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>To help students recognize that they can use “and” to make two short sentences into one, give them practice combining sentences like “I played.” and “I ran.” into one sentence “I played and I ran.”</li> </ul>	<ul style="list-style-type: none"> <li>Chalkboard</li> </ul>	<ul style="list-style-type: none"> <li>Completed Board Work</li> </ul>	3.2      A.3
<b><u>PENMANSHIP</u></b> <b>NAME &amp; WORDS</b>	<ul style="list-style-type: none"> <li>write his/her own name and other important words.</li> </ul>	<ul style="list-style-type: none"> <li>Write each student’s name on a sentence strip and let them trace over it with several different color crayons to make rainbow names.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Strips</li> <li>Crayons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      C.4
<b>MESSAGES</b>	<ul style="list-style-type: none"> <li>use phonological knowledge to map sounds to letters to write messages that move left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use the letter sounds to spell words then they’re writing. Give them practice by stretching out a three or four sound word while children attempt to write it. Have them use individual slates or work with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Individual Slates</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      C.4
<b>PENCIL GRIP, PAPER POSITION, BEGINNING STROKE</b>	<ul style="list-style-type: none"> <li>gain increasing control of penmanship, pencil grip, paper position, and beginning stroke.</li> </ul>	<ul style="list-style-type: none"> <li>The students will draw a picture and write a sentence to go with it. The teacher should be aware of incorrect pencil grip, paper position, and strokes beginning at the top.</li> </ul>	<ul style="list-style-type: none"> <li>Experience Paper</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2      C.6

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<b>SPACING</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>use word and letter spacing and margins to make messages readable.</li> </ul>	<ul style="list-style-type: none"> <li>On the overhead projector, show students sentences without word and letter spacing so they can see how difficult it is to read. Then show them the same sentences with proper spacing.</li> </ul>	<ul style="list-style-type: none"> <li>Overhead Projector</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.6
<b><u>MECHANICS</u></b> <b>CAPITALIZATION</b>	<ul style="list-style-type: none"> <li>use capitalization in sentences, proper nouns, titles, abbreviations and the pronoun "I".</li> </ul>	<ul style="list-style-type: none"> <li>Let the students look through a favorite book to find examples of capitalization. List these on charts and have students identify the rule they follow.</li> <li>Give each student a capital letter card and ask them to make up a sentence that uses that letter as a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>Trade Books</li> <li>Chart Paper</li> <li>Index Cards</li> <li>Writing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Group Participation</li> </ul>	3.2 C.2
<b>END MARKS</b>	<ul style="list-style-type: none"> <li>use a period, question mark and exclamation point correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Create sentence strips from a familiar story without end marks. Have the students work with partners to put the correct punctuation at the end of each sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Strips</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	3.2 C.2
<b>COMMAS</b>	<ul style="list-style-type: none"> <li>use commas in dates, addresses, in a series, in letters, and in direct address.</li> </ul>	<ul style="list-style-type: none"> <li>Let the students look through books or think of times when commas should be used. Make a chart of the rules for using commas with examples of each to be displayed in the classroom all year.</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>Group Participation</li> </ul>	3.2 C.2

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<b>APOSTROPHES</b>	The students will be able to:  • use apostrophes in contractions and possessives.	• Make flip charts with contractions and the two appropriate words. • Write sentences with each student's name showing something that he/she owns."	• Oak Tag	• Teacher Observation	3.2 C.2
<b><u>EVALUATION</u></b>  <b>CRITERIA &amp; RESPONSES</b>	• identify the most effective features of a piece of writing, using class/teacher generated criteria.	• Upon completion of a writing assignment, allow students to share and tell what they liked the most about each piece.	• Completed Writing Pieces	• Student Participation • Teacher Observation	3.2 A.9
<b>PURPOSE</b>	• determine how his/her own writing achieves its purpose.	• Give the students the opportunity to explain the purpose of his/her writing during sharing time.	• Completed Writing Pieces	• Student Participation • Teacher Observation	3.2 B.3
<b>MODELS FOR WRITING</b>	• use published pieces as models for writing.	• With a student's permission, copy published pieces on transparencies to be used on the overhead projector. This will give the class the opportunity to see a model of published writing.	• Transparencies • Overhead Projector	• Student Participation • Teacher Observation	3.2 B.3
<b>GROWTH AS A WRITER</b>	• review his/her own written work to monitor growth as a writer.	• As students publish pieces of writing throughout the year, keep them in a portfolio as a way for students to monitor their writing growth from September to June.	• Completed Pieces of Writing • Writing Folder	• Student Observation	3.2 B.4