

Domain: *Strand: Language Grade 1*

Cluster: *Grade 1 Conventions of Standard English*

Standards: **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Print all upper- and lowercase letters.

Use common, proper, and possessive nouns.

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

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

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).

Use frequently occurring adjectives.

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

Use determiners (e.g., articles, demonstratives).

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Essential Questions

Enduring Understandings

Activities, Investigation, and Student Experiences

<p>1. How can writers use grammar and mechanics to develop a written product?</p>	<p>-Using proper grammar and sentence structure will promote fluency of communication.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Outline their bodies and use adjectives to describe themselves • Labeling proper and common nouns found in the classroom • Using a picture prompt to write and report complete sentences • Highlighting nouns and verbs within writing & reading • Creating a collage of nouns, verbs, adjectives found in newspapers and magazines • Categorizing nouns, verbs, and adjectives • Partake in sentence puzzlers (see assessments)
<p>Content Statements</p>	<p>--Different types of sentences are necessary to convey meaning</p>	
<p>Students will rebuild complete sentences using appropriate conventions. (ex: nouns, verbs, adjectives, prepositions, etc.)</p>		
<p>Assessments</p>		<p>Teacher Resources</p> <p><i>Reading Street 2013 Alignment</i></p> <p>(L1.1) SE R: 108, 134-135, 161 SE 1: 60-61, 115 SE 2: 68-69, 98-99, 130-131 SE 3: 108-109, 210-211 SE 4: 46-47, 80-81, 112-113, 146-147, 184-185, 220-221 SE 5: 196-197, 234-235 TE R: 15t, 16k, 41d, 42k, 67d, 68k, 87d, 91f, 93b, 93d, 94i, 94k, 108-109, 109a, 113d, 117f, 117h, 119b, 119d, 120i, 134-135, 139d, 143f, 143h, 145d, 146i TE 1: 17c-17d, 29c, 32a, 57b, 61a,</p>
<p>To show evidence of meeting this standard, students may: Sentence Puzzler- Students will piece together mixed up sentences provided by teacher.</p>		
<p>Written Assessment- Create a 3-5 sentence story using a picture prompt. Rubric to grade.</p> <p>Teacher Conferencing will be used to inquire about specific details of the assignment</p> <p>Students will provide feedback to other student's work</p>		

	63c, 65g, 83c, 99c, 111c, 114a, 114-115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g
<p>Equipment Needed:</p> <p>Crayons/Markers/Pencils Paper (large) Sentence Strips Index Cards Highlighters Newspapers/Magazines Picture Prompts Technology (Interactive Whiteboard, Computers)</p>	<p>TE 2: 43g, 49c-49d, 65c, 68a, 75c, 77g, 83c, 95c, 95d-95e, 98a, 99a, 101c, 103g, 109c, 127b, 130a, 130-131, 131a, 135b, 137g, 137h-137i, 196a, 199c</p> <p>TE 3: 89c, 105c, 108-109a, 115c, 115e, 141c-141d, 181g, 187c, 207c, 210-211a, 215b, 215e, 217g</p> <p>TE 4: 43b, 46a, 46-47, 49c, 51g, 57c, 77c, 80a, 80-81, 85b, 87g, 93c, 109c, 112a, 112-113, 117b, 119g, 125c, 146a, 146-147, 147a, 151b, 153g, 159c, 181b, 184a, 187c, 189g, 195c, 217b, 220a, 220-221, 225b, 227g</p> <p>TE 5: 17c, 39b, 42a, 49c, 51g, 57c, 80a, 89g, 95c, 119c, 122a, 127b-127c, 129g, 155c, 165g, 171c, 193b, 196a, 196-197, 197a, 199c, 201g, 207c, 231c, 234-234a, 235a, 239b, 241g</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>(L1.1a)</p> <p>SE R: 35, 61, 87, 138-139, 164-165</p> <p>TE R: 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86-87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138-139a, 143g, 145c, 146e, 146j, 146q, 161c, 164-165a</p> <p>TE 1: 29f, 57e, 65g, 83f, 111f, 137f, 163f</p> <p>TE 2: 33f, 65f, 95f, 127e, 159f, 193e</p> <p>TE 3: 33f, 73f, 105f, 141e, 173e, 207f</p> <p>TE 4: 43e, 77f, 109f, 143e, 181e, 217e</p> <p>TE 5: 39e, 77f, 119f, 155f, 193e, 231f</p> <p>(L1.1b)</p> <p>SE R: 16i, 30-31, 56-57</p> <p>SE 2: 37, 69, 130-131, 163</p> <p>SE 4: 18</p> <p>TE R: 15f, 15h, 15q, 15r, 16i, 16k, 30-31, 35d, 39f, 39h, 41b, 42i, 42k, 56-57, 57a, 61d</p> <p>TE 2: 17c, 33c, 36a, 36-37a, 41b, 43g, 49c, 65c, 68a, 68-69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c,</p>

<p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>162a, 163a, 175c, 193b, 196a, 199c, 201g TE 4: 18d (L1.1c) SE R: 30–31, 56–57 SE 2: 163, 197 SE 3: 77, 109 TE R: 15f, 15h, 15r, 15t, 16i, 16k, 30–31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82–83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160–161, 161a, 165d TE 2: 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g TE 3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g (L1.1d) SE 5: 81, 123, 159, 196–197 TE 5: 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i (L1.1e) SE R: 82–83 SE 3: 37, 77, 109, 145, 177 TE 3: 33c, 36a, 36–37, 41b, 43g, 49c, 73c, 77a, 81b, 83g, 89c, 105c, 108a, 115c, 117g, 123c, 141b, 144a, 145a, 147c, 149g, 149h–149i, 155c, 173b, 176a, 177a, 179c, 181g, 181h–181i (L1.1f) SE R: 60, 134–135, 139 SE 3: 117 SE 4: 47, 81, 113, 147, 152, 185, 221 TE R: 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d TE 3: 92a, 116–117a TE 4: 17c, 43b, 46a, 46–47, 47a, 49c, 51g, 51h–51i, 57c, 77c, 80a, 80–81, 81a, 85b, 87g, 93c, 109c, 112a, 113a, 117b, 119g, 125c, 143b, 146a, 146–147, 147a, 151b, 152–153a, 153g, 159c, 181b, 184a, 185a, 187c, 189g, 195c, 217b, 220a, 220–221a, 225b, 227g</p>
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(L1.1g)**TE 2:** 75e**TE 3:** 109a, 115e, 117h**TE 4:** 57c, 77c, 85b**TE 5:** 77c, 80a, 87c, 89g**(L1.1h)****SE R:** 93**SE 4:** 185**TE R:** 93**TE 2:** 62–63**TE 4:** 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b**(L1.1i)****SE 1.1:** 37**SE 5:** 235, 240–241**TE 5:** 207c, 220–221, 226–227, 231c,

234a, 235a, 239b, 240–241a, 241g, 241h–241i

(L1.1j)**SE R:** 108, 160–161**SE 1:** 86–87, 115, 141, 167**SE 4:** 147**SE 5:** 43, 197**TE R:** 91f, 91h, 93b, 93d, 94i, 94k,

108–109a, 113d, 119d, 120k, 145d,

146k, 160–161, 165d

TE 1: 43c, 57b, 60a, 63c, 71c, 83c,

83e, 86a, 86–87, 87a, 91b, 93g, 93h,

99c, 111c, 114a, 114–115, 117c, 119g,

125c, 137c, 140a, 140–141a, 143c,

145g, 151c, 163c, 166a, 166–167,

169c, 171g

TE 2: 65d–65e, 69a, 131a**TE 3:** 207d–207e**TE 4:** 147a, 151c**TE 5:** 17c, 39b, 42a, 43a, 49c, 51g,

51h–51i, 95c–95d, 95e, 119d–119e,

122–123, 123a, 127c, 127d, 129h–

129i, 197a, 201h–201i, 231d–231e

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Domain: *Strand: Language Grade 1*

Cluster: *Grade 1 Conventions of Standard English*

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

Capitalize dates and names of people.

Use end punctuation for sentences.

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

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

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>How does capitalization and punctuation help me understand what I read and write?</i> 2. <i>Why is spelling important in writing?</i> 	<p><i>-Capitalization and punctuation are relevant in order to develop a complete thought.</i></p> <p><i>-Correct spelling will make thoughts clear.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Participate in editing focusing on capitalization and punctuation</i> • <i>Use magnetic letters to spell words</i> • <i>Playing Boggle, Memory, Spelling Bingo (if available)</i>

Content Statements		<ul style="list-style-type: none"> • <i>Using mini white boards (if available) to spell build word families</i> • <i>Using markers to trace letters of words</i>
<i>Students will use capitalization and punctuation correctly and draw upon phonemic awareness in order to spell words.</i>		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>(L1.2) SE R: 108–109, 161 SE 1: 32–33, 61, 115, 141 SE 2: 99 SE 4: 185 TE R: 35d, 61d, 91h, 108–109a, 117h, 134–135, 143f, 145b, 160–161, 161a, 165d TE 1: 32–33, 35c, 37g, 37h–37i, 43c, 61, 61a, 63c, 63e, 93g, 119h, 145h, 169c, 171h TE 2: 37a, 43h–43i, 77h–77i, 98–99, 103h, 137h TE 3: 43h–43i, 83h–83i, 117h–117i, 149h–149i, 181h–181i, 217h–217i TE 4: 51h–51i, 87h–87i, 119h–119i, 181d, 184–185, 185a, 187c, 189h–189i, 227h–227i TE 5: 51h–51i, 89h–89i, 127b–127c, 129h–129i, 165h–165i, 201h–201i, 241h–241i (L1.2a) SE 2: 69, 99, 131 TE 2: 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h</p>
Assessments		
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Written Assessment- Students will complete a Pre and Post Spelling Tests</i></p> <p><i>Teacher Conferencing will be used to inquire about specific details of the assignment</i></p> <p><i>Students will provide feedback to other student’s work (editing for correct capitalization and punctuation)</i></p>		
Equipment Needed:		
<p>Crayons/Markers/Pencils</p> <p>Paper (large)</p> <p>Individual White Boards</p> <p>Markers</p> <p>Games (listed above if available)</p> <p>Magnetic Letters</p> <p>Technology (Interactive Whiteboard, Computers)</p>		

NJ Model Curriculum Alignment 2012

L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

(L1.2b)**SE R:** 108–109, 161**SE 1:** 32–33, 115, 141, 167**SE 5:** 234–235**TE R:** 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d**TE 1:** 17c–17d, 29c, 32a, 32–33, 35c, 37g, 37h–37i, 99c, 114a, 114–115, 119h, 125c, 137c, 140a, 145g, 145h, 151c, 163c, 166a, 169c, 171g, 171h**TE 3:** 217h–217i**TE 4:** 51h–51i, 119h–119i, 189h–189i**TE 5:** 51h–51i, 235a**(L1.2c)****TE 2:** 33e, 37a, 99a, 103h, 137h**TE 4:** 181d, 184–185, 185a**(L1.2d)****TE 1:** 16d–17, 19e, 30f, 34h, 36d, 42d, 45e, 58d, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 98d, 101e, 112f, 116h, 118d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d**TE 2:** 16d–17, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d–83, 85e, 96f, 100h, 102d, 108d–109, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d**TE 3:** 16d, 19d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 88d, 91e, 106f, 110h, 122d, 125e, 142f, 146h, 148d, 154d, 157e, 174f, 178h, 180d, 186d, 189e, 208f, 212h, 216d**TE 4:** 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d, 158d, 161e, 182f, 185a, 186h, 188d, 195, 197e, 218f, 222h, 226d**TE 5:** 16d, 19e, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173e, 194f, 198h, 200d, 206d, 209e, 232f, 236h, 240d**(L1.2e)****TE R:** 16r, 32f, 39b–39c, 40e–40f, 40, 42f, 43a, 58f, 65b, 66e, 68f, 68r, 84f, 91b, 92f, 94f, 94r, 110f, 117b–117c,

118f, 120f, 120q–120r, 136f, 143b–
143c, 144f, 146f, 146r, 162f

TE 1: 16d–17, 42d, 43, 70d, 71, 73e,
99, 124d, 150d, 151, 153e

TE 3: 16d, 19e, 48d, 88d, 91e, 122d,
154d, 157e, 189e

TE 4: 16d, 19e, 56d, 92d, 95e, 124d,
127e, 158d, 161e, 195, 197e

TE 5: 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e

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Reading Series Components

Domain: *Strand: Language Grade 1*

Cluster: *Grade 1 Vocabulary Acquisition and Use*

Standards: **L.1.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

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

Use frequently occurring affixes as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences	
<ol style="list-style-type: none"> 1. <i>What strategies can be used to identify the meaning of a word or phrase?</i> 2. <i>How can words change to create new meaning?</i> 	<p><i>-Context clues can aid the understanding of a word.</i></p> <p><i>-Knowledge of root words and other affixes can affect meaning of words.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Define vocabulary using pictures and words surrounding the word in text.</i> • <i>Using Interactive White Board to match root words to words with inflected endings.</i> • <i>Draw a picture that depicts the meaning of a given word</i> • <i>Create a student Pictionary</i> 	
<p>Content Statements</p>			
<p><i>An array of reading strategies help to clarify meanings of words.</i></p>			
<p>Assessments</p>		<p>Teacher Resources</p>	

<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Written Assessment- Fill in the blank with the correct word usage.</i></p> <p><i>Matching a picture to the correct Vocabulary word.</i></p> <p><i>Teacher Conferencing will be used to discuss vocabulary usage.</i></p>	<p>(L1.4) SE 2: 169 SE 3: 217 SE 4: 87, 189, 227 TE 1: 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a TE 2: 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185 TE 3: 126a, 149a, 158a, 162–163, 168–169, 217a TE 4: 87a, 162a, 168–169, 188–189a, 227a TE 5: 60a, 72–73, 77g, 174a (L1.4a) SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165 TE 2: 146a, 150–151, 168–169a TE 3: 190a, 194–195, 198–199, 206–207, 216–217a TE 4: 44–45, 128a, 152–153a TE 5: 112–113, 138a, 146–147, 164– 165a (L1.4b) TE 4: 193a, 195c, 197e TE 5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e (L1.4c) SE 1: 98, 100 SE 2: 144 SE 3: 88, 122 TE 1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f TE 2: 144d, 144, 164e–164f TE 3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a TE 4: 114d TE 5: 160d</p>
<p>Equipment Needed:</p> <p>Pencils</p> <p>Crayons/Markers</p> <p>Word Cards</p> <p>Picture Cards</p> <p>Paper</p> <p>Technology (Interactive Whiteboard, Computers)</p>	
<p>NJ Model Curriculum Alignment 2012</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p style="text-align: center;">www.readingrockets.org</p> <p style="text-align: center;">www.theteachersguide.com</p>

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Domain: *Strand: Language Grade 1*

Cluster: *Grade 1 Vocabulary Acquisition and Use*

Standards: **L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>What strategies can be used to identify the meaning of a word or phrase?</i> 2. <i>How are words related to one another?</i> 	<p><i>-Categorizing words can help promote meaning.</i></p> <p><i>-Real-life connections between words can enhance meaning.</i></p> <p><i>-Words can have closely related meanings.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Categorize picture and word cards</i> • <i>Journal about own life to make connections to a word</i> • <i>Acting out verbs and adjectives</i>
<p>Content Statements</p>		
<p><i>Categorizing words and making real-life</i></p>		

<i>connections can help clarify vocabulary.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation-</i> <i>Give student two closely related words. Act out to show meaning of each.</i></p>		<p><i>Reading Street 2013 Alignment</i></p> <p>(L1.5) SE 1: 171 SE 2: 201 SE 3: 43, 83 SE 5: 51, 165 TE 1: 154a, 171a TE 2: 178a, 192–193, 201a, 201c, 201–202 TE 3: 20a, 42–43a, 52a, 82–83a, 132–133 TE 5: 20a, 50–51a, 164–165a</p>
<p>Equipment Needed: Pencils Crayons/Markers Word Cards Picture Cards Paper Technology (Interactive Whiteboard, Computers)</p>		<p>(L1.5a) SE R: 31, 35, 87, 113, 165 SE 1: 145; 2: 43, 137 SE 4: 119 SE 5: 129 TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a TE 1: 20a, 128a, 132–133, 144–145a TE 2: 20a, 42–43a, 112a, 114–115, 136–137a, 193b TE 3: 105g TE 4: 96a, 108–109, 118–119a TE 5: 98a, 108–109, 128–129a</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes</p>		<p>(L1.5b) SE R: 35, 61, 61a, 87, 113, 165 SE 1: 145 SE 2: 43, 137 SE 4: 119 TE R: 61, 61a, 87, 112–113a, 164–165a TE 1: 128a, 132–133, 144–145, 145a TE 2: 20a, 43a, 112a, 136–137a TE 3: 105g TE 4: 118–119a</p>

(e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

(L1.5c)

SE R: 12–13, 36–37, 62–63, 88–89, 114–115, 140–141

TE R: 12–13, 13a–13b, 15k, 16b, 16n, 36–37, 37a–37b, 40b, 42b, 42n, 62–63, 63a–63b, 65h, 66b, 68b, 68n, 88–89, 89a–89b, 92b, 94b, 94n, 114–115, 115a–115b, 118b, 120b, 120n, 140–141, 141a–141b, 144b, 146b, 146n

TE 1: 13b, 18b, 30b, 34b, 39b, 44b, 58b, 62b, 67b, 72b, 84b, 88b, 95a, 121a–121b, 126b, 138b, 142b, 147a–147b, 152b, 164b, 168b

TE 2: 13a–13b, 18b, 34b, 38b, 45a–45b, 50b, 66b, 70b, 79a–79b, 84b, 96b, 100b, 105a–105b, 110b, 128b, 132b, 139a–139b, 144b, 160b, 164b, 171a–171b, 176b, 194b, 198b

TE 3: 13a–13b, 18a–18b, 34a–34b, 38a–38b, 45a–45b, 50a–50c, 74a–74b, 78a–78b, 85a–85b, 90a–90b, 106a–106b, 110a–110b, 119a–119b, 124a–124b, 142a–142b, 146a–146b, 151a–151b, 156a–156b, 174a–174b, 178a–178b, 183a–183b, 188a–188b, 208a–208b, 212a–212b

TE 4: 13a–13b, 18b, 44b, 48b, 53a–53b, 58b, 78b, 82b, 89a–89b, 94b, 110b, 114b, 121a–121b, 126b, 144b, 148b, 155a–155b, 160b, 182b, 186b, 191a–191b, 196b, 218b, 222b

TE 5: 13a–13b, 18b, 40b, 44b, 53a–53b, 58b, 78b, 82b, 91a–91b, 96b, 120b, 124b, 131a–131b, 136b, 156b, 160b, 167a–167b, 172b, 194b, 198b, 203a–203b, 208b, 232b, 236b

(L1.5d)

TE 1: 29d–29e, 74a, 93a

TE 2: 182–183, 184–185

TE 3: 92a, 117a, 132–133

TE 4: 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g

TE 5: 20a, 24–25, 30–31

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Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: <i>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., I named my hamster Nibblet because she nibbles too much because she likes that.)</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What is the purpose of communication?</i></p> <p><i>Where do words or phrases come from?</i></p> <p><i>How does word choice affect meaning?</i></p>	<p><i>People communicate through words.</i></p>	<p><i>Show and tell activity- Ask students to bring in objects from home to discuss with class. Encourage students to answer questions that require them to use words and phrases similar to those acquired through stories read in class. Questions should be higher order so when students discuss their objects the teacher encourages them to:</i></p> <ul style="list-style-type: none"> ○ <i>Create/develop connections among text, self, world</i> ○ <i>Recognize relationships</i> ○ <i>Summarize</i> ○ <i>Give examples</i> <p><i>(Ex. In “The Kissing Hand” mother raccoon gives her baby a kiss on her hand to help him remember how much she loves him while he’s in school. Can anyone think of something they have that reminds them of a loved one?)</i></p>
Content Statements		
<p>Students will be able to understand how to signal simple relationships through the use of words and phrases acquired through conversations.</p>		
Assessments		Teacher Resources
Teacher observation and anecdotal notes of student		

<p>conversations. Teacher should have a template and shows focus of conversations (ex. Use of conjunctions in conversation) to target specific skills.</p>	<p><i>Reading Street 2013 Alignment</i></p> <p>TE R: 18a, 44a, 70a, 96a, 122a TE 1: 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b TE 2: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b TE 3: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b TE 4: 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86-87, 94a, 94b, 110a, 110b, 114a-114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200-201, 204-205, 206-207, 208-209, 214-215, 216-217, 218a, 218b, 222a-222b, 227b TE 5: 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a-172b, 194a-194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>	
<p>Equipment Needed: Student objects from home, story related to week or target skill, anecdotal record form.</p>		
<p>NJ Model Curriculum Alignment 2012</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>		

