

Domain: *Strand: Speaking & Listening Grade 1*

Cluster: *Grade 1 Comprehension and Collaboration*

Standards: **SL.1.1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

Ask questions to clear up any confusion about the topics and texts under discussion.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ol style="list-style-type: none"> 1. <i>What makes a great listener?</i> 2. <i>How do we show others that we understand what is said or asked?</i> 	<p><i>-A speaker's choice of words defines the message.</i></p> <p><i>-The development of listening and speaking skills will promote understanding of each other.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Engage in songs, poems & chorally reading</i> • <i>Participate in dialogue (question/answer, telephone game)</i> • <i>Orally sharing ideas/feelings about connections to self, to world, to text</i>
<p>Content Statements</p>		
<p><i>Students will be able to have the opportunity to engage in listening and speaking activities.</i></p>		
<p>Assessments</p>		<p>Teacher Resources</p>

<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation</i> <i>Anecdotal Documentation</i> <i>Oral</i> <i>Teacher Conferencing</i></p>	<p>SE 1: 38, 64, 66, 94, 120 SE 2: 102, 136 SE 3: 118, 150, 182 TE R: 34–35, 91i, 93e, 112–113, 113d, 139d TE 1: 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171 TE 2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j TE 3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f TE 4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j TE 5: 43b, 51j, 129j, 165j, 201j, 241j</p>
<p>Equipment Needed: Textbooks Poetry Literature pieces of varying genres Songs (tapes, CD, DVD) Technology (Interactive Whiteboard, Computers, Ipods)</p>	<p>(SL 1.1a) SE R: 34, 60, 112 SE 1: 64, 118 SE 2: 76, 136, 168, 200 SE 3: 12, 82, 180, 216 SE 4: 86, 88 SE 5: 12, 52, 88, 130 TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112, 113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>(SL 1.1b) SE 1: 118 SE 2: 104, 136 SE 3: 180 SE 5: 88, 90, 164, 166 TE R: 15i, 16l TE 1: 115b, 118–119 TE 2: 37b, 104, 131b, 136–137 TE 3: 77b, 82–83, 180–181 TE 4: 51j, 81b TE 5: 81b, 88–89, 90–91, 164–165, 165j, 166–167</p> <p>(SL 1.1c) SE R: EI•13, 138 SE 1: 36 SE 4: EI•13 TE R: EI•13, 117i, 138–139, 143i TE 1: 33b, 36–37, 171j TE 2: 43j, 102–103, 137j, 201j TE 3: 43j, 109b, 117j, 149j, 181j, 211b TE 4: 50–51, 153j, 189j, 227j TE 5: 51j, 89j, 128–129, 164–165</p>

www.starfall.com

www.pbskids.org

www.scholastic.com

Domain: <i>Strand: Speaking & Listening Grade 1</i>		
Cluster: <i>Grade 1 Comprehension and Collaboration</i>		
Standards: SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>1. How can I listen and respond to what I hear?</i>	<i>-A speaker will respond to and question literary works</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Engage in listening centers</i> • <i>Participate in small and large group discussions about text</i> • <i>Orally sharing ideas/feelings about connections to self, to world, to text</i> • <i>Creating questions to ask a partner</i>
Content Statements		
<i>Students will be able to ask and answer questions about key details in literary works.</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may:</i>	<p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE R: EI•13, 138 SE 1: 36, 170 SE 4: EI•13, 152 SE 5: 164 TE R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b,</p>	
<i>Teacher Observation</i>		
<i>Anecdotal Documentation</i>		
<i>Oral</i>		
<i>Teacher Conferencing</i>		
Equipment Needed:		

<p>Textbooks Literature pieces of varying genres Technology (Interactive Whiteboard, Computers, Ipods) Head phones Books on CD</p>	<p>119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b TE 1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b TE 2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b TE 3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 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, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b TE 5: 18a–18b, 40a–40b, 44a–44b, 58a–58b, 78a–78b, 82a–82b, 96a–96b, 120a–120b, 124a–124b, 136a–136b, 156a–156b, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p> <p>www.discoveryeducation.com</p> <p>www.pbskids.org</p> <p>www.scholastic.com</p> <p>www.magictreehouse.com</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	

Domain: <i>Strand: Speaking & Listening Grade 1</i>		
Cluster: <i>Grade 1 Comprehension and Collaboration</i>		
Standards: SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>1. How can I clarify what I hear and what I say?</i>	<i>-A speaker will question what is presented</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• Question the speaker for more understanding</i> <i>• Participate in small and large group discussions about text</i> <i>• Orally sharing ideas/feelings about connections to self, to world, to text</i> <i>• Identify ideas/concepts expressed by the speaker</i>
Content Statements	<i>-A speaker will respond to and question literary works</i>	
<i>Students will be able to ask and answer questions about what the speaker says.</i>	<i>-Listeners are able to interpret and express information</i>	
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		<p><i>Reading Street 2013 Alignment</i></p> <p>SE R: EI•13, 138 SE 1: 36, 118 SE 2: 168 SE 4: EI•13, 188 TE R: 42l, 60-61, 117i, 138-139, 143i</p>
<i>Teacher Observation</i>		
<i>Anecdotal Documentation</i>		
<i>Oral</i>		
<i>Teacher Conferencing</i>		

<p><i>Teacher Made Assessments (Listening comprehension)</i> <i>Benchmark assessments</i></p>	<p>TE 1: 33b, 65j, 118–119, 145j, 171j TE 2: 37b, 43j, 102–103, 137j, 168–169 TE 3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 TE 4: 50–51, 87j, 188–189, 227j TE 5: 89j, 128–129, 241j</p>
<p>Equipment Needed: Textbooks Literature pieces of varying genres Technology (Interactive Whiteboard, Computers, Ipods) Head phones Books on CD</p>	<p>www.discoveryeducation.com</p> <p>www.pbskids.org</p> <p>www.scholastic.com</p> <p>www.magictreehouse.com</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Reading Series Components</p>

Domain: <i>Strand: Speaking & Listening Grade 1</i>		
Cluster: <i>Grade 1 Presentation of Knowledge and Ideas</i>		
Standards: SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
1. <i>How can we describe people, places, things and events?</i>	<i>-Descriptive words will enhance expression of ideas, thoughts and feelings</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Use their 5 senses to describe various objects</i> • <i>Describe a given picture in detail</i> • <i>Draw a picture and orally present using descriptive words (size, color, numbers, shape, etc.)</i> • <i>Describe pictures shown from an Interactive Whiteboard</i>
Content Statements		
<i>Students will be able to use descriptive language to describe people, places, things and events.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Teacher Observation</i> <i>Anecdotal Documentation</i> <i>Oral</i> <i>Teacher Conferencing</i> <i>Teacher Made Assessments (Listening comprehension)</i> <i>Benchmark assessments</i></p>		<p><i>Reading Street 2013 Alignment</i></p> <p>SE R: 91, 164 SE 1: 12, 38, 92, 144, 146, 170 SE 2: 12, 42, 44, 76, 78, 102, 104, 138, 170 SE 3: 42, 44, 116 SE 4: 50, 118, 152, 226 SE 5: 50, 200</p>

<p>Equipment Needed: Textbooks Literature pieces of varying genres Technology (Interactive Whiteboard, Computers, Ipods) Pictures Objects</p>	<p>TE R: 94i, 146l, 164-165 TE 1: 12, 38, 61b, 65j, 87b, 92-93, 93j, 141b, 144-145, 170-171 TE 2: 37b, 42-43, 44-45, 69b, 76-77, 102-103, 104, 38, 170 TE 3: 37b, 42-43, 43j, 109b, 116-117, 145b, 211b TE 4: 47b, 50-51, 113b, 118-119, 152-153, 226-227 TE 5: 50-51, 200-201, 201j</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>www.discoveryeducation.com</p> <p>www.pbskids.org</p> <p>www.scholastic.com</p> <p>www.magictreehouse.com</p>

Domain: <i>Strand: Speaking & Listening Grade 1</i>		
Cluster: <i>Grade 1 Presentation of Knowledge and Ideas</i>		
Standards: SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>1. How can we use visuals to clarify meaning?</i>	<i>-Visuals can be used to help present information more clearly</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Use graphic organizers to display information</i> • <i>Draw an illustration and orally present using descriptive words (size, color, numbers, shape, etc.)</i> • <i>Create posters</i> • <i>Create a comic/cartoon</i> • <i>Use pictures from an Interactive Whiteboard</i>
Content Statements		
<i>Students will be able use pictures and other visuals to present information to audience.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Students will orally report their posters/cartoons</i></p> <p><i>Teacher Conferencing will be used to inquire about specific details of the assignment</i></p>		<p><i>Reading Street 2013 Alignment</i></p> <p>SE 1: 60–61, 91 SE 3: 176–177 SE 5: 200, 240 TE 1: 60–61a, 65j, 91, 93j, 119j TE 2: 103j, 169j, 201j TE 3: 43j, 117j, 149j, 177a TE 4: 51j, 119j, 153j, 189j</p>

<i>Students will provide feedback to other student's work</i>	TE 4: 51j, 119j, 153j, 189j
Equipment Needed: Crayons/Markers/Pencils Paper Charts/Graphic Organizers Newspapers Picture Prompts Literature pieces of varying genres Technology (Interactive Whiteboard, Computers) Pictures Objects	TE 5: 51j, 129j, 165j, 235b, 240–241 www.pbskids.org www.scholastic.com www.magictreehouse.com
NJ Model Curriculum Alignment 2012 SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Reading Series Components

Domain: <i>Strand: Speaking & Listening Grade 1</i>		
Cluster: <i>Grade 1 Presentation of Knowledge and Ideas</i>		
Standards: SL.1.6. Produce complete sentences when appropriate to task and situation.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>1. When should we use complete sentences?</i>	<i>-Proper grammar structure is necessary to form a complete sentence.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Matching naming parts and telling parts, then orally reading the sentence</i> • <i>Editing sentences in an oral manner</i> • <i>Verbally convert a telling sentence to an asking sentence</i> • <i>Echoing various types of sentences using the correct tone of voice</i>
Content Statements	<p><i>-A complete sentence contains different components such as subject verb agreement, etc.</i></p> <p><i>-Different types of sentences are necessary to convey meaning</i></p>	
<i>Students will be able to use a complete sentence in appropriate situations.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		<p>Reading Street 2013 Alignment</p> <p>SE R: 164 SE 1: 118, 170 SE 3: 180, 216 TE R: 15u, 39i, 60–61, 65i, 87d, 164–165 TE 1: 17c–17d, 61b, 64–65, 118–119,</p>
<i>Orally present a telling sentence and an asking sentence with the correct intonation.</i>		
<i>Teacher Conferencing will be used to inquire about specific</i>		

<p><i>details of the assignment</i></p> <p><i>Students will provide feedback to other student's work</i></p>	<p>170-171 TE 2: 20-21, 86-87 TE 3: 155d, 180-181, 216-217 TE 4: 119j TE 5: 88-89, 89j, 129j, 235b</p>
<p>Equipment Needed:</p> <p>Crayons/Markers/Pencils Paper Technology (Interactive Whiteboard, Computers)</p>	<p>www.readwritethink.org</p> <p>www.softschools.com</p> <p>www.iknowthat.com</p> <p>www.rubistar.com</p>
<p>NJ Model Curriculum Alignment 2012</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	