

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA



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Ocean Academy Charter High School English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: Grade 1	
Trimester	Pacing Guide in Days
Trimester 1 Reading Skills: Fiction Writing Purpose: Sentences, Informative/Explanatory, Narrative, Opinion, Research and Write Grammar Purpose: Sentence Elements, Subjects and Nouns, Predicates and Verbs Fundations: Letter name and sound recognition for all consonants and short vowels; letter formations for lower-case letters; alphabetical order; sound manipulation (initial, medial, and final); blending and reading CVC words; segmenting and spelling CVC words; consonant digraphs, bonus letters f, l, s, and z; glued sounds (all, am, and an); high frequency words Heggerty: Phonemic Awareness Amistad Mandate, Diversity and Inclusion Mandate, Climate Change Mandate	60 days September-December
Trimester 2 Reading Skills: Nonfiction Writing Purpose: Informative/Explanatory, Descriptive, Opinion, Research and Write Grammar Purpose: Predicate and Verbs, Adjectives and	60 days December-March

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

Possessives, Prepositions and Conjunctions Foundations: Suffix -s; pluralization; glued sounds (ang, ing, ong, unk, ank, ink, onk. unk); blending and reading words with ng or k; segmenting and spelling words with ng or nk; consonant blends and digraph blends; blending and reading words with up to four sounds; segmenting and spelling words with up to four sounds; r-controlled vowels (ar, or, er, ir, and ur); closed-syllable vs. open syllable; vowel teams (ai, ay, ee, ea, ey, oi, and oy); segmenting and blending up to five sounds; suffixes -ed and -ing; vowel teams (oa, oe, ow, ou, oo, ue, ew, au, and aw); high frequency words Heggerty: Phonemic Awareness Amistad Mandate, Diversity and Inclusion, Climate Change Mandate	
Trimester 3 Reading Skills: Fiction and Nonfiction Writing Purpose: Opinion, Research and Write Grammar Purpose: Prepositions and Conjunctions, Review of Skills Foundations: vowel-consonant-e syllable; long vowel sounds; multisyllabic words; compound words; syllable division rules; reading and spelling multisyllabic words; adding suffixes to multisyllabic words; suffix -es; high frequency words Heggerty: Phonemic Awareness Diversity and Inclusion Climate Change, Mandate Asian American Pacific Islander Mandate	60 days March-June

Ocean Academy Charter High School Trimester 1 Overview	
Content Area: English Language Arts	
Unit Title: Trimester 1 Reading Skills - Fiction: Students will engage with a variety of fiction texts to develop reading comprehension and critical thinking skills. Instruction will focus on identifying story elements such as characters, setting, and plot, as well as understanding sequence, making predictions, and discussing the main idea and supporting details. Students will also learn to make text-to-self and text-to-text connections.	Duration: 60 days

Writing Development: Students will explore various purposes for writing and learn to express their ideas clearly in complete sentences. Writing instruction will include:

- Narrative Writing: Telling personal or imaginative stories with a clear beginning, middle, and end.
- Informative/Explanatory Writing: Sharing facts and information about a topic using relevant details.
- Sentence Writing: Constructing simple and compound sentences with correct punctuation and capitalization.

Students will be encouraged to use the writing process—planning, drafting, revising, and editing—to improve their work.

Grammar and Language Skills: Foundational grammar instruction will help students understand how sentences are formed and how language works. Focus areas include:

- Sentence Elements: Understanding parts of a sentence and how they work together.
- Subjects and Nouns: Identifying who or what the sentence is about.
- Predicates and Verbs: Understanding the action or description in a sentence.

Students will practice applying grammar skills in both oral and written communication.

Foundational Skills - Foundations Program: Using the Foundations program, students will strengthen their phonics and spelling skills. Key areas of focus include:

- Letter name and sound recognition for all consonants and short vowels
- Proper lowercase letter formation
- Understanding and applying alphabetical order
- Sound manipulation: identifying and changing initial, medial, and final sounds in words
- Blending and reading consonant-vowel-consonant (CVC) words
- Segmenting and spelling CVC words
- Introduction to consonant digraphs (sh, ch, th, wh, ck)
- Bonus letters (f, l, s, and z at the end of one-syllable words)
- Glued sounds such as -all, -am, and -an
- Mastery and application of high-frequency words to build fluency

Phonemic Awareness - Heggerty Program: Through the Heggerty Phonemic Awareness curriculum, students will engage in daily oral

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

language activities that develop their ability to hear, identify, and manipulate individual sounds in spoken words. Skills addressed include rhyming, onset and rime, segmenting, blending, deleting, and substituting phonemes. These auditory skills form the basis for proficient reading and spelling.	
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Target Course/Grade Level: Grade 1

Introduction/Unit Focus:

This unit lays the groundwork for strong literacy development by combining daily routines, reading comprehension strategies, and early writing skills. Through whole-group instruction, small-group discussions, and independent practice, students will explore the structure of stories, learn to express ideas through writing, and engage in conversations about books and their meaning.

Foundational Literacy Routines

- Establish and reinforce consistent routines using Heggerty's *Bridge to Writing*, which integrates oral language development, phonemic awareness, and early writing skills.
- Practice identifying and using the basic features of print, such as reading from left to right, recognizing spaces between words, capitalizing the first word in a sentence, and ending sentences with punctuation.
- Develop print awareness and build confidence with classroom routines that support independent reading and writing behaviors.

Reading Comprehension and Literary Understanding

- Participate in interactive read-alouds and guided discussions that focus on key story elements: characters, setting, major events, and problem/solution.
- Learn to describe characters, settings, and events in detail, using evidence from the text and illustrations to support understanding.
- Retell familiar stories in sequential order using beginning, middle, and end language, and explain the central message, lesson, or moral of the story.
- Identify who is telling the story and explore how point of view can influence the way a story is told or understood.
- Compare and contrast characters' experiences and responses to events within and across texts, helping students build deeper connections and comprehension.

Writing Development

- Use drawing, dictating, and writing to convey ideas clearly, supporting students at all stages of early writing development.
- Begin crafting informative and explanatory writing by introducing a topic, providing simple facts or descriptions, and using appropriate vocabulary.
- Encourage students to label their drawings, write complete sentences, and begin to organize their ideas in a logical sequence.

Emphasize writing as a way to share knowledge and communicate clearly with others, while reinforcing conventions such as capitalization, punctuation, and spacing.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion,

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards)
New Jersey Student Learning Standards
ELA Grade 1 Standards with Practices

Content Standards: New Jersey Student Learning Standards for
English Language Arts

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types..
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
RL.PP.1.5. Identify who is telling the story at various points in a text.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
LANGUAGE DOMAIN
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING DOMAIN

(AW) Argumentative Writing:

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

(WR) Writing Research:

By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

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

(UM) Use Media:

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

LANGUAGE DOMAIN

(WF) Foundational Skills: Writing Language:

By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

(KL) Knowledge of Language:

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning:
By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. 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).
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- E. 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.

New Jersey Student Learning Standards: Interdisciplinary Connections
[New Jersey Student Learning Standards](#)

New Jersey Student Learning Standards for Science & Social Studies

Social Studies:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.3.4.A.1 Evaluate what makes a good rule or law.

Science:

- 1-ESS1: Earth's Place in the Universe Students who demonstrate understanding can:

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]
- K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Responsibility: There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Risk Management and Insurance: There are ways to keep the things we value safely at home and other places.	9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
Career Awareness and Planning: Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
Creativity and Innovative: Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
Digital Citizenship: Digital artifacts can be owned by individuals or organizations. Individuals should practice safe behaviors when using the Internet.	9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Information and Media Literacy: Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Technology Literacy: Digital tools have a purpose.	9.4.2.TL.4: Navigate a virtual space

New Jersey Student Learning Standards: Computer Science and Design Thinking

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing Systems: Describing a problem is the first step toward finding a solution when computing systems do not work as expected. Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.	8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
Algorithms & Programming: Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. Climate Change Example: In a science unit, students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments. A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Climate Change Example: Students may

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

	discuss possible solutions to local and global problems caused by severe weather with peers and adults. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

Students will develop foundational reading skills and comprehension strategies through engaging with a variety of texts. They will:

- Identify the cover, title, author, and illustrator of a book
- Use prior knowledge and personal experiences (schema) to understand texts
- Make predictions based on what they already know and a preview of the text
- Compare and contrast their predictions and support their thinking
- Identify characters, setting, problem, and solution in a story
- Describe story elements using key details
- Sequence events in a story in the correct order
- Recognize who is telling the story
- Identify and describe story elements such as beginning, middle, and end
- Explain the difference between fiction and nonfiction
- Ask and answer questions about key details in a story or text
- Use context clues, illustrations, and word patterns from known words to decode unknown words

- Use cross-check reading strategies to confirm word recognition and understanding
- Describe how illustrations help tell the story or provide information
- Recall important details and information from the text
- Make personal connections to texts, relating them to their lives or other stories
- Participate in discussions about stories to share thoughts and build understanding
- Take part in both shared and independent reading activities to build fluency and confidence

Writing

Students will learn to express their thoughts clearly and purposefully through writing, drawing, and dictation. They will:

- Choose a writing topic and share their ideas with others
- Match their writing to related drawings or pictures
- Read their own sentences aloud
- Use a variety of prewriting strategies to organize their thoughts
- Begin to develop an awareness of their audience and write for others to read
- Retell experiences orally as a foundation for writing
- Participate in mini-lessons that introduce concepts like ideas, organization, and conventions
- Contribute regularly to shared classroom writing, such as morning messages and class letters
- Participate in shared writing experiences, such as creating directions as a class
- Label pictures or classroom items to communicate meaning
- Make topic-specific word lists

Speaking/Listening

In the area of speaking and listening, students will:

- Develop strong oral vocabulary through daily use and discussion
- Talk about word meanings as they encounter them in reading or conversation
- Speak clearly and use appropriate tone and volume to be understood by others
- Make eye contact when speaking to a group or individual

Media

In the area of media, students will:

- Use the library to find books and locate information independently
- Understand that information can be accessed from books, videos, the internet, and other people
- Use the title page of a book to identify the topic, author, illustrator, and/or photographer
- Respond to media sources through oral discussion or simple written responses
- Engage with knowledgeable individuals to gather information for learning

Unit Enduring Understandings:

Students will know...

Reading:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Use the writing process to introduce a topic that is well known, include some facts about the chosen topic, and write a closing statement

Research:

- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking
- We will enhance our learning by using many resources and by using technology.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening and Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Media:

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Unit Essential Questions:

Reading

- What skills and strategies can I use to become a more effective reader?

Writing

- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Research

- Why is it important to solve problems?
- How do I know information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

Language

- How can we communicate ideas in a way that others will understand?

Listening & Speaking

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Media

- Why do we have media?
- What different types of media can I use for different purposes?

Instructional Plan

Reading and Writing taught through explicit instruction gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading Stations- Activities will be based on the following areas:
 - Phonemic / Phonological Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Independent Reading - books from the classroom library, Geodes Readables, Decodable Readers
 - Partner Reading- Foundations Phonics Sentence Strips
 - Listening to Reading (Geodes, RAZ Kids (Tier 2+), EPIC)
 - Multimodal Center Activities Suggestions: hands-on phonics activities; use of phonics manipulatives
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Writing Warm-Up: Follow teacher manual for specific activity.
- The gradual release model, also known as the "I Do, We Do, You Do" model, is an instructional framework that provides a structured approach to teaching new concepts and skills. It involves a shift in responsibility from the teacher to the student, helping learners become more independent over time. Here's a breakdown of the gradual release model:

- As outlined in the teacher manual, follow the Gradual Release Model to complete each component.
 - I Do (Teacher Modeling):
 - Objective: The teacher demonstrates the skill or concept, providing explicit instruction and modeling the thought process involved.
 - Activities: The teacher explains the task, models how to complete it, and thinks aloud to show the reasoning and strategies used.
 - Role: The teacher is the primary guide, showing students exactly what to do and how to do it.
 - We Do (Guided Practice):
 - Objective: The teacher and students work together to practice the skill or concept, allowing students to apply what they have learned with support.
 - Activities: The teacher provides prompts, asks questions, and offers feedback as students practice the skill collaboratively.
 - Role: The teacher supports and scaffolds the learning process, gradually encouraging more student participation.
 - You Do (Independent Practice):
 - Objective: Students independently apply the skill or concept, demonstrating their understanding and mastery.
 - Activities: Students complete tasks or solve problems on their own, using the strategies they have learned.
 - Role: The teacher observes and provides feedback as needed, but students are responsible for completing the task independently.

Phonics

- Wilson Foundations is a systematic, scripted language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Evidence of Student Learning

Formative Assessments

Used regularly to guide instruction and provide immediate feedback:

- Guided Reading & Strategy Groups
 - Teacher Observations
 - Teacher-Student Conferences
 - Class Discussions
 - Cooperative Learning Activities
 - Individual Whiteboard Responses
 - Graphic Organizers
 - Visual Representations
 - Trick Word Checks (Wilson Foundations)
 - Wilson Foundations Sound/Symbol Chart
 - Heggerty Bridge to Writing Activities
 - Self-Assessments
 - Standards-Based Rubrics
-

Summative Assessments

Administered at the end of instructional units to evaluate mastery:

- End-of-Unit Foundations Assessments
 - Progress Monitoring Checks
 - Student Portfolios
-

Benchmark Assessments

Scheduled assessments that monitor progress over time and guide instructional planning:

- District Benchmarks
 - Interim Assessments
 - Developmental Reading Assessment (DRA-3)
 - Aimsweb Literacy Screeners
-

Alternative Assessments

Provided as appropriate to ensure equity and compliance with student plans:

- Modified assessments per IEP or 504 Plan accommodations
- Reassessment opportunities for Foundations if students score below 80% mastery

Performance Tasks

Authentic, standards-based tasks that assess student application of skills:

- Identify and Describe Story Elements
- Sequence Events from a Story
- Oral or Pictorial Story Retelling
- Use of Story Maps and Graphic Organizers
- Heggerty Bridge to Writing Written Tasks

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
- Provide small group instruction for guided reading and writing
- Use visuals, graphic organizers, and digital content to support understanding
- Pre-teach and reinforce key vocabulary with visual cues or movement
- Use choral reading, songs, and chants to reinforce fluency
- Allow for oral responses or dictated answers
- Provide extended time for assignments and assessments
- Utilize peer buddies and peer tutoring for academic and social support
- Offer preferential seating and a structured classroom environment
- Implement assistive technology tools such as audio books, Braille, screen readers, or augmentative communication systems
- Use a scribe for students who cannot write
- Gradually increase passage length as students' skills improve

Students with 504 Plans

- Follow all accommodations outlined in each student's 504 Plan
- Provide small group and structured support when needed
- Allow extended time for tasks and assessments
- Accept oral or dictated responses
- Use accessible formats (e.g., large print, digital text, Braille, audiobooks)
- Provide a scribe or assistive technology for students who require support
- Use an augmentative communication system when appropriate

Students at Risk of Academic Failure

- Pre-teach vocabulary and consistently use visuals to support instruction
 - Use read-alouds daily to model fluent reading and build comprehension
 - Offer peer tutoring and assign a peer buddy
 - Incorporate choral reading, chants, and songs to build engagement
 - Provide preferential seating to minimize distractions
 - Provide frequent check-ins and scaffolded support
 - Increase reading complexity incrementally based on student readiness
-

Gifted and Talented

- Provide opportunities for independent or interest-based extension activities
 - Group students by ability or interest during centers or flexible learning blocks
 - Use open-ended and higher-order questioning strategies (e.g., “Why?” and “What if?”)
 - Incorporate Bloom’s Taxonomy in lesson design (analyze, evaluate, create)
 - Offer enriched content through advanced reading lists or tiered assignments
 - Allow for discovery-based learning; avoid over-scaffolding
 - Use varied pre-assessments and formative assessments to guide instruction
 - Include concept maps, puzzles, and other metacognitive strategies
 - Implement simulations and real-world problem-solving scenarios
 - Encourage student choice through contracts or learning menus
 - Provide whole-group enrichment opportunities and guided debriefing
-

Multilingual Learners (MLs)

- Pre-teach academic vocabulary and reinforce with pictures or gestures
 - Use guided reading and writing in small group instruction
 - Label classroom items in both English and the students’ native languages when possible
 - Provide access to audio books and visual supports
 - Allow extended time and oral/dictated responses
 - Collaborate with ESL or bilingual specialists
 - Create a print-rich environment including bilingual word walls
 - Use clear, simple language and avoid idioms or slang
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Diversity and Inclusion

- Respect and incorporate students’ cultural backgrounds into lessons
- Involve families in learning through multilingual communication and outreach
- Collaborate with ESL and special education professionals to meet diverse needs
- Offer visuals, outlines, and graphic organizers to support difficult concepts
- Display current academic vocabulary prominently in the classroom
- Allow for alternative assignments that honor students’ interests and abilities

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- Use closed captioning and visual media to support comprehension
- Provide ample wait time before calling on students to allow all learners time to think
- Create a predictable, nurturing classroom environment with consistent routines
- Encourage native language development at home while supporting English acquisition at school

Supplemental Resources

Grade 1 Curriculum Map

Instructional Materials

- Wilson's Foundations Language Program
- Trade Books (Fiction/Nonfiction Selections)
 - Mosquitoes Buzz in People's Ears? By Verna Aardema
 - Tomas and the Library Lady by Pat Mora
 - Thank You, Mr. Falker By Patricia Polacco
 - Jerry Draws
- Leveled Readers (Fiction/Nonfiction Selections)
- Heggerty Phonemic Awareness
- Geodes by Great Minds
 - Jerry Draws
 - Library Cat
 - The Library Of Fez
 - A Picture Book of Louis Braille
- Heggerty Bridge to Writing Resources

Supplemental Materials

- Ready Reading (iReady Toolbox)
- Epic Books
- ABCya
- Starfall
- Brainpop
- Readworks

Intervention Materials

- Foundations Double Dose
- Fluency Kit

Ocean Academy Charter High School
Trimester 2
Overview

Content Area: English Language Arts

Unit Title: Trimester 2	Duration: 60 days
In Trimester 2, first grade students continue building foundational literacy skills while deepening their ability to read, understand, and respond to informational texts. This trimester places a strong emphasis on nonfiction reading, informative and opinion writing, and expanding vocabulary and grammar understanding. Students will also engage in structured phonics and phonemic awareness instruction to further develop decoding, encoding, and word recognition skills. Reading Focus-Nonfiction Texts: Students will explore a variety of nonfiction texts to develop skills in gathering and understanding factual information. Lessons will focus on identifying key details, understanding text features (headings, captions, diagrams), asking and answering questions about a topic, and distinguishing between important facts and personal opinions. Students will learn to identify the main topic of a text and describe how it is supported by key details. Writing Development: Throughout the trimester, students will engage in multiple types of writing, each with a distinct purpose: ➤ Informative/explanatory writing: Students will learn to write about a topic by introducing it clearly, including relevant facts or details, and providing a sense of closure. ➤ Descriptive writing: Students will use sensory language and vivid details to describe people, places, objects, or experiences. ➤ Opinion writing: Students will state their opinion on a topic, provide at least one reason to support it, and include a closing statement. Students will continue using drawing, dictation, and written sentences to express their ideas with increasing independence and detail. Grammar and Language Skills: This trimester’s grammar instruction will support students in expanding their sentence writing and language use. Focus areas include: ➤ Predicates and verbs: Understanding the action or state of being in a sentence. ➤ Adjectives and possessives: Describing nouns and showing ownership (e.g., soft blanket, my dog’s toy). ➤ Prepositions and conjunctions: Using words to show relationships in	

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

space and time (e.g., under, after) and to connect ideas (e.g., and, but, because).

Students will apply these grammar skills in both spoken and written language to form more complete and expressive sentences.

Foundational Skills - Foundations Program: Students will continue progressing through the Foundations phonics program, which builds decoding, spelling, and word recognition skills. Key focus areas for this trimester include:

- Suffix -s and rules for pluralization
- Additional glued sounds: ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with ng or nk
- Segmenting and spelling words with ng or nk
- Introduction and practice of consonant blends and digraph blends
- Blending, reading, segmenting, and spelling words with up to four sounds
- Introduction to r-controlled vowels: ar, or, er, ir, ur
- Understanding the difference between closed and open syllables
- Introduction to common vowel teams: ai, ay, ee, ea, ey, oi, oy
- Use of suffixes -ed and -ing to show past and ongoing action
- Expanded vowel team instruction: oa, oe, ow, ou, oo, ue, ew, au, aw
- Blending and segmenting words with up to five sounds
- Continued practice with high-frequency word recognition to build fluency and confidence in reading

Phonemic Awareness - Heggerty Program: Daily phonemic awareness lessons will continue through the Heggerty curriculum. Students will practice isolating, blending, segmenting, and manipulating individual sounds in spoken words. These auditory skills are essential for supporting accurate reading and spelling, especially as students encounter more complex word structures.

Target Course/Grade Level: Grade 1

Introduction/Unit Focus:

This unit emphasizes developing students' ability to understand, discuss, and write about informational texts while continuing to strengthen narrative and explanatory writing. Through reading, group discussions, and structured writing opportunities, students will build

comprehension and communication skills across content areas.

Reading Informational Texts

Students will read and explore a variety of nonfiction texts to build knowledge and comprehension. Instruction will focus on helping students:

- Ask and answer questions about important information and key details in a nonfiction text.
Identify the main topic of a text and retell key facts and supporting details using their own words.
- Recognize and describe the connection between two people, events, ideas, or pieces of information presented in a text.
- Understand how illustrations, diagrams, or photographs add meaning and support the words in a text.
- Use a variety of nonfiction text features—such as headings, labels, captions, and bold words—to locate and better understand information.
- Participate in group reading experiences and discussions to practice listening, speaking, and building comprehension through shared understanding.

Writing Development

Students will apply their growing knowledge through writing activities that include both narrative and informational purposes. They will:

- Use a combination of drawing, dictating, and writing to compose narrative pieces that recount two or more sequenced events, include details, and provide some sense of closure.
- Use a combination of drawing, dictating, and writing to create informative/explanatory pieces, naming a topic, supplying some facts, and providing closure.

Writing instruction will continue to support students in organizing their thoughts, using complete sentences, and developing confidence in expressing ideas clearly.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards)
New Jersey Student Learning Standards
ELA Grade 1 Standards with Practices

Content Standards: New Jersey Student Learning Standards for

English Language Arts

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

(IT) Interactions Among Text Elements:

By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details

(TS) Text Structure:

By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

(e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types..

(PP) Perspective and Purpose in Texts:

By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

RL.PP.1.5. Identify who is telling the story at various points in a text.

(MF) Diverse Media and Formats:

By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

(AA) Analysis of an Argument:

By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

(CT) Comparison of Texts:

By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

LANGUAGE DOMAIN

(RF) Foundational Skills: Reading Language:

By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING DOMAIN

(AW) Argumentative Writing:

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- A. Introduce an opinion.
 - B. Support the opinion with facts or other information and examples related to the topic.
 - C. Provide a conclusion.

(IW) Informative and Explanatory Writing:

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. A. With prompts and support, identify audience and purpose before writing. B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
(ES) Evaluate Speakers:

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

By the end of grade 12, evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
LANGUAGE DOMAIN
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound.
L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: A. Short vowels and single consonants. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). C. Initial and final consonant blends (must, slab, plump).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

(KL) Knowledge of Language:

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning:

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning:

By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. 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).

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

New Jersey Student Learning Standards: Interdisciplinary Connections
New Jersey Student Learning Standards

Science:

1-PS4 Waves and their Applications in Technologies for Information Transfer Students who demonstrate understanding can:

- 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

- 1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]

- 1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror). The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.] [Assessment Boundary: Assessment does not include the speed of light.]

- 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Creativity and Innovative: Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
Digital Citizenship: Digital artifacts can be owned by individuals or organizations. Individuals should practice safe behaviors when using the Internet.	9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Information and Media Literacy: Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Technology Literacy: Digital tools have a purpose.	9.4.2.TL.4: Navigate a virtual space
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing Systems: Describing a problem is the first step toward finding a solution when computing systems do not work as expected. Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.	8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
Algorithms & Programming: Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. Climate Change Example: In a science unit,

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

	students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments. A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Climate Change Example: Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
Digital tools and media resources provide access to vast stores of information that can be searched.	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to...

Reading

Students will develop comprehension, fluency, and critical thinking skills through shared, guided, and independent reading experiences. They will:

- Make predictions using prior knowledge and a preview of the text
- Compare and contrast their predictions and support them with reasoning
- Use word parts and familiar patterns from known words to decode new words
- Use context clues and text features to monitor understanding and decode unknown words
- Ask and answer questions about important details
- Identify and describe the main idea of a text
- Recognize the author's purpose for writing
- Identify and use text features such as headings, captions, and bold print to gather and understand information
- Describe how illustrations support and enhance the text
- Identify similarities and differences between two nonfiction texts
- Make connections between what they read and their own lives or other stories
- Recognize and name different genres including fiction and nonfiction
- Read grade-level texts aloud with fluency, expression, and understanding
- Participate actively in discussions about stories and texts
- Engage in both shared reading and independent reading activities

Writing

Students will express their ideas through writing using phonics knowledge, writing strategies, and the writing process. They will:

- Differentiate between complete sentences and sentence fragments
- Use correct capitalization in titles, and in the first word of a sentence
- Use punctuation correctly in declarative and interrogative sentences, supported by Wilson Foundations sentence frames
- Transition from early (unconventional) writing to phonetic and conventional spelling
- Use a mix of conventional spelling and temporary spelling for unfamiliar words
- Use consonant sounds in phonetic spelling
- Choose topics and match their writing to related drawings
- Generate and share writing ideas
- Interact with peers and adults to support writing development
- Be introduced to ideas, conventions, and organization during Heggerty Bridge to Writing lessons
- Use a variety of prewriting techniques to organize thoughts
- Edit with assistance for grammar, usage, and mechanics
- Write first drafts and revise by adding details
- Create legible final drafts and share writing with an audience
- Understand the purpose for writing and consider the audience
- Compose narrative texts using drawing, dictation, and writing

- Compose informative and explanatory texts using drawing, dictation, and writing (e.g., How-To writing)
- Use descriptive language to help readers create mental images
- Retell personal experiences orally and in writing
- Contribute to shared writing activities such as class books or morning messages
- Create and label drawings or diagrams
- Make lists for specific purposes

Listening and Speaking

In the area of listening and speaking, students will:

- Demonstrate active listening strategies such as maintaining visual contact with the speaker
- Ask and answer relevant questions
- Follow oral directions
- Respond appropriately to verbal cues
- Use body language to show attention and engagement
- Stay focused on the speaker and topic
 - Discuss new words and their meanings as they appear in conversation or texts
 - Speak clearly with appropriate tone and volume for different settings

Media

In the area of media, students will:

- Use the library as a resource for information and reading enjoyment
- Understand that information can be gathered from books, videos, the internet, and people
 - Identify the topic, author, illustrator, and/or photographer by using the title page
- Respond to media content through oral discussion or written responses
- Engage in conversations with knowledgeable people to learn more about a topic

Unit Enduring Understandings:

Students will know...

Reading:

- Reading is an active process; it is the key to
- knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.

Research:

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking
- We will enhance our learning by using many resources and by using technology.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening and Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Media:

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Unit Essential Questions:

Reading

- What skills and strategies can I use to become a more effective reader?

Writing

- Does my story make sense? Is it complete (beginning, middle, and end)?
- How do purpose and audience affect the writing process?
- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Research

- Why is it important to solve problems?
- How do I know information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

Language

- How can we communicate ideas in a way that others will understand?

Listening and Speaking

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Media

- Why do we have media?
- What different types of media can I use for different purposes?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading Stations- Activities will be based on the following areas:
 - Phonemic / Phonological Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Independent Reading - books from the classroom library, Geodes Readables, Decodable Readers
 - Partner Reading- Foundations Phonics Sentence Strips
 - Listening to Reading (Geodes, RAZ Kids (Tier 2+), EPIC)
 - Multimodal Center Activities Suggestions: hands-on phonics activities; use of phonics manipulatives
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.

- Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
- Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
- Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Writing Warm-Up: Follow teacher manual for specific activity.
- The gradual release model, also known as the "I Do, We Do, You Do" model, is an instructional framework that provides a structured approach to teaching new concepts and skills. It involves a shift in responsibility from the teacher to the student, helping learners become more independent over time. Here's a breakdown of the gradual release model:
- As outlined in the teacher manual, follow the Gradual Release Model to complete each component.
 - I Do (Teacher Modeling):
 - Objective: The teacher demonstrates the skill or concept, providing explicit instruction and modeling the thought process involved.
 - Activities: The teacher explains the task, models how to complete it, and thinks aloud to show the reasoning and strategies used.
 - Role: The teacher is the primary guide, showing students exactly what to do and how to do it.
 - We Do (Guided Practice):
 - Objective: The teacher and students work together to practice the skill or concept, allowing students to apply what they have learned with support.
 - Activities: The teacher provides prompts, asks questions, and offers feedback as students practice the skill collaboratively.
 - Role: The teacher supports and scaffolds the learning process, gradually encouraging more student participation.
 - You Do (Independent Practice):

- Objective: Students independently apply the skill or concept, demonstrating their understanding and mastery.
- Activities: Students complete tasks or solve problems on their own, using the strategies they have learned.
- Role: The teacher observes and provides feedback as needed, but students are responsible for completing the task independently.

Phonics

- Wilson Foundations is a systematic language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Supplemental Resources

Grade 1 Curriculum Map

Instructional Materials

- Wilson's Foundations Language Program
- Trade Books (Fiction/Nonfiction Selections)
 - I Have a Dream By Martin Luther King
- Leveled Readers (Fiction/Nonfiction Selections)
- RAZ Kids
- Heggerty Phonemic Awareness
- Geodes by Great Minds
 - Library Cat
 - The Library Of Fez
 - A Picture Book of Louis Braille
 - Towers of Nashtifan
- Writing Fundamentals

Supplemental Materials

- Ready Reading (iReady Toolbox)
- Epic Books
- ABCya
- Starfall
- Brainpop

- Readworks

Intervention Materials

- Foundations Double Dose
- Fluency Kit

Evidence of Student Learning

Formative Assessments

Used regularly to guide instruction and provide immediate feedback:

- Guided Reading & Strategy Groups
- Teacher Observations
- Teacher-Student Conferences
- Class Discussions
- Cooperative Learning Activities
- Individual Whiteboard Responses
- Graphic Organizers
- Visual Representations
- Trick Word Checks (Wilson Foundations)
- Wilson Foundations Sound/Symbol Chart
- Heggerty Bridge to Writing Activities
- Self-Assessments
- Standards-Based Rubrics

Summative Assessments

Administered at the end of instructional units to evaluate mastery:

- End-of-Unit Foundations Assessments
- Progress Monitoring Checks
- Student Portfolios

Benchmark Assessments

Scheduled assessments that monitor progress over time and guide instructional planning:

- District Benchmarks
- Interim Assessments
- Developmental Reading Assessment (DRA-3)

- Aimsweb Literacy Screeners
-

Alternative Assessments

Provided as appropriate to ensure equity and compliance with student plans:

- Modified assessments per IEP or 504 Plan accommodations
 - Reassessment opportunities for Foundations if students score below 80% mastery
-

Performance Tasks

Authentic, standards-based tasks that assess student application of skills:

- Identify and Describe Story Elements
- Sequence Events from a Story
- Oral or Pictorial Story Retelling
- Use of Story Maps and Graphic Organizers
- Heggerty Bridge to Writing Written Tasks

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
 - Provide small group instruction for guided reading and writing
 - Use visuals, graphic organizers, and digital content to support understanding
 - Pre-teach and reinforce key vocabulary with visual cues or movement
 - Use choral reading, songs, and chants to reinforce fluency
 - Allow for oral responses or dictated answers
 - Provide extended time for assignments and assessments
 - Utilize peer buddies and peer tutoring for academic and social support
 - Offer preferential seating and a structured classroom environment
 - Implement assistive technology tools such as audio books, Braille, screen readers, or augmentative communication systems
 - Use a scribe for students who cannot write
 - Gradually increase passage length as students' skills improve
-

Students with 504 Plans

- Follow all accommodations outlined in each student's 504 Plan

- Provide small group and structured support when needed
 - Allow extended time for tasks and assessments
 - Accept oral or dictated responses
 - Use accessible formats (e.g., large print, digital text, Braille, audiobooks)
 - Provide a scribe or assistive technology for students who require support
 - Use an augmentative communication system when appropriate
-

Students at Risk of Academic Failure

- Pre-teach vocabulary and consistently use visuals to support instruction
 - Use read-alouds daily to model fluent reading and build comprehension
 - Offer peer tutoring and assign a peer buddy
 - Incorporate choral reading, chants, and songs to build engagement
 - Provide preferential seating to minimize distractions
 - Provide frequent check-ins and scaffolded support
 - Increase reading complexity incrementally based on student readiness
-

Gifted and Talented

- Provide opportunities for independent or interest-based extension activities
 - Group students by ability or interest during centers or flexible learning blocks
 - Use open-ended and higher-order questioning strategies (e.g., “Why?” and “What if?”)
 - Incorporate Bloom’s Taxonomy in lesson design (analyze, evaluate, create)
 - Offer enriched content through advanced reading lists or tiered assignments
 - Allow for discovery-based learning; avoid over-scaffolding
 - Use varied pre-assessments and formative assessments to guide instruction
 - Include concept maps, puzzles, and other metacognitive strategies
 - Implement simulations and real-world problem-solving scenarios
 - Encourage student choice through contracts or learning menus
 - Provide whole-group enrichment opportunities and guided debriefing
-

Multilingual Learners (MLs)

- Pre-teach academic vocabulary and reinforce with pictures or gestures
- Use guided reading and writing in small group instruction
- Label classroom items in both English and the students’ native languages when possible
- Provide access to audio books and visual supports
- Allow extended time and oral/dictated responses
- Collaborate with ESL or bilingual specialists
- Create a print-rich environment including bilingual word walls
- Use clear, simple language and avoid idioms or slang

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

Diversity and Inclusion

- Respect and incorporate students' cultural backgrounds into lessons
- Involve families in learning through multilingual communication and outreach
- Collaborate with ESL and special education professionals to meet diverse needs
- Offer visuals, outlines, and graphic organizers to support difficult concepts
- Display current academic vocabulary prominently in the classroom
- Allow for alternative assignments that honor students' interests and abilities
- Use closed captioning and visual media to support comprehension
- Provide ample wait time before calling on students to allow all learners time to think
- Create a predictable, nurturing classroom environment with consistent routines
- Encourage native language development at home while supporting English acquisition at school

Ocean Academy Charter High School
Trimester 3
Overview

Content Area: English Language Arts

Unit Title: Trimester 3

In Trimester 3, first graders will further strengthen their literacy foundation while applying previously learned skills in more advanced and integrated ways. This final trimester emphasizes comparing fiction and nonfiction texts, expressing opinions, conducting basic research, and reading and writing longer words. Students will be encouraged to read with greater fluency, write with purpose, and apply grammar and phonics rules across a variety of contexts.

Reading Focus-Fiction and Nonfiction: Students will continue to read both fiction and nonfiction texts, comparing how different types of texts present information, events, or ideas. In fiction, they will focus on understanding story elements, character development, and lessons or morals. In nonfiction, students will analyze informational texts to identify main ideas, supporting details, and text features. Instruction will also emphasize using text evidence to support thinking and making connections across genres.

Duration: 60 days

Writing Development: This trimester's writing instruction focuses on purpose and organization. Students will engage in:

- Opinion writing: Students will clearly state an opinion, provide supporting reasons, and include a conclusion.
- Research and writing: Students will gather information from teacher-selected sources and organize facts to write short research-based pieces.

Students will continue using a combination of drawing, planning, and writing to express their ideas in a more structured and detailed manner.

Grammar and Language Skills: Grammar lessons this trimester will include continued use and refinement of language concepts. Focus areas include:

- Prepositions and conjunctions: Understanding and using words that show relationships (such as in, on, under) and words that connect thoughts (such as and, but, because).
- Review of previously taught grammar skills: Revisiting nouns, verbs, adjectives, predicates, possessives, and sentence structure to reinforce mastery and accuracy in both oral and written communication.

Foundational Skills - Foundations Program: Phonics and word study will focus on more complex word patterns and syllable structures to prepare students for fluent second-grade reading. Key areas of instruction include:

- Vowel-consonant-e syllable patterns (e.g., cake, bike, hope) and long vowel sounds
- Reading and spelling multisyllabic words
- Identifying and reading compound words
- Applying syllable division rules to decode longer words
- Adding suffixes (such as -s, -es, -ed, -ing) to base words, including multisyllabic words
- Continued work with high-frequency words to support reading fluency and accuracy

Students will practice applying these skills in reading, writing, and spelling activities.

Phonemic Awareness (Heggerty Program): Students will continue daily Heggerty instruction to refine their phonemic awareness. Activities will

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

include isolating, segmenting, blending, and manipulating sounds in more complex words. These skills remain essential for developing strong decoding and spelling abilities as students encounter longer and less familiar words.

Target Course/Grade Level: Grade 1

Introduction/Unit Focus:

In this unit, students will deepen their understanding of texts through the use of comprehension strategies, comparison skills, and writing for a variety of purposes. Students will engage in both fiction and nonfiction reading experiences, strengthening their ability to think critically about what they read, share their opinions, and communicate ideas clearly in writing.

Reading Comprehension and Text Understanding

Students will be introduced to and practice using comprehension strategies—such as making predictions, asking and answering questions, visualizing, and summarizing—when reading all types of texts. These strategies will help students better understand and connect with what they read.

As part of their comprehension work, students will:

- Retell stories with attention to key details, sequencing events in the correct order, and describing story elements such as characters, setting, and events.
- Identify the main topic and supporting details in nonfiction texts.
Recognize and use text features such as headings, labels, captions, bold print, and diagrams to locate and understand key information.
- Compare and contrast two texts on the same topic, identifying similarities and differences in how ideas are presented.

Writing Development

Students will continue to expand their writing skills by expressing opinions, providing reasons, and sharing information. This unit focuses on:

- Writing opinion pieces where students state their opinion on a topic, support it with at least one reason, and include a closing sentence.
- Researching a topic using age-appropriate texts and resources, then organizing facts to write a short informational piece that includes a clear topic and supporting details.

Writing will continue to incorporate drawing and planning, helping students organize and express their thinking with increasing independence and clarity.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial

literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) [New Jersey Student Learning Standards](#)
[ELA Grade 1 Standards with Practices](#)**

**Content Standards: New Jersey Student Learning Standards for
English Language Arts**

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

(IT) Interactions Among Text Elements:

By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
RL.PP.1.5. Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas..
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
LANGUAGE DOMAIN
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING DOMAIN

(AW) Argumentative Writing:

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

(NW) Narrative Writing:

By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

(WR) Writing Research:

By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

(SE) Sources of Evidence:

By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

(RW) Range of Writing:

By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

SPEAKING AND LISTENING DOMAIN

(PE) Participate Effectively:

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion..

(II) Integrate Information:

By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

(ES) Evaluate Speakers:

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

(PI) Present Information:

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

(UM) Use Media:

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

LANGUAGE DOMAIN

(WF) Foundational Skills: Writing Language:

By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

(KL) Knowledge of Language:

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning:

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning:
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. 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).
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- E. 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.

New Jersey Student Learning Standards: Interdisciplinary Connections
New Jersey Student Learning Standards

Science:

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.

1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Social Studies:

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.	8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. Climate Change Example: In a science unit, students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments. D. Introduce a topic. E. Develop the topic with facts or other information and examples related to the topic. F. Provide a conclusion. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Climate Change Example: Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults. D. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). E. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. F. Ask questions to clear up any confusion about the topics and texts under discussion.
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect

people's lives in a place or region.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

Students will develop foundational and critical thinking skills as they explore a range of texts. They will:

- Identify characters, setting, problem, and solution in a story
- Retell or act out a story using beginning, middle, and end
- Make predictions using prior knowledge and previewing the text
- Use prior knowledge and schema to build understanding
- Ask and answer questions about key details in a text
- Recall important information from a story or text
- Draw conclusions based on evidence in a story
- Identify and describe the cover, title, author, and illustrator of a book
- Describe how illustrations contribute to understanding the story
- Use context clues and illustrations to solve unknown words
- Use word parts and patterns from known words to decode unfamiliar words
- Perform word sorts and create word webs
- Generate a list of interesting or informational words after reading
- Demonstrate and expand oral vocabulary through reading and discussion
- Decode and interpret vocabulary and phrases that are important to understanding the text
- Use context clues to determine the meaning of new words
- Identify a variety of genres, including fiction, nonfiction, poetry, and folklore
- Explain the difference between fiction and nonfiction
- Identify text features in nonfiction books
- Identify the main topic and key details in a nonfiction text
- Identify who is telling the story or narrator's point of view
- Identify the central message, lesson, or moral in a story
- Compare and contrast two texts on the same topic or different versions of the same story
- Read aloud grade-level texts with fluency, purpose, and understanding
- Participate in active discussions about stories and respond orally
- Make connections between texts and their own experiences or other stories

Writing

Students will express ideas clearly in written form, using the writing process to compose, revise, and share their work. They will:

- Choose a topic and generate ideas for writing

- Use pictures to support writing and match written content to illustrations
- Differentiate between complete sentences and sentence fragments
- Capitalize the first word and punctuate sentences correctly, including declarative and interrogative sentences using Foundations sentence frames
- Transition from unconventional to phonetic and conventional spelling
- Use a mix of conventional spelling and temporary spelling for unfamiliar words
- Produce and write beginning, ending, and some medial sounds
- Use consonant sounds for phonetic spellings
- Use spaces between words and reread their own sentences for meaning
- Use a variety of prewriting strategies to plan their writing
- Write first drafts and revise by adding details and ideas
- Edit with assistance for grammar, usage, and mechanics
- Create neat final drafts and share with an audience
- Write for different purposes and recognize writing as a way to communicate ideas
- Write bold beginnings and strong concluding sentences
- Use the writing process to create an opinion piece
- Use the writing process to create a narrative piece

Listening and Speaking

Students will develop strong oral language and listening habits through classroom discussions, presentations, and collaborative work. They will:

- Demonstrate active listening by making visual contact, using body language to show focus, and staying on topic
- Ask relevant questions and respond appropriately to speakers
- Follow oral directions
- Speak clearly, using appropriate tone and volume for the setting and audience
- Make eye contact while speaking to an audience
- Discuss new vocabulary and word meanings as they are encountered in books and conversations
- Use oral language for a variety of purposes, including explaining, asking, retelling, and sharing ideas

Media

Students will begin to understand how to access, evaluate, and use media and informational resources. They will:

- Use the school library to locate books and resources
- Recognize that information can come from books, videos, internet, and people
- View, read, or listen to media sources and respond through written or oral expression
- Talk with a resource person to gather information
- Use the internet, with support, to find information on a topic
- Identify and understand the informational parts of texts

Unit Enduring Understandings:

Students will know...

Reading:

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.

Writing:

- Using the writing process helps us communicate our opinions.
- Using the writing process to research a topic.

Research:

- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking
- We will enhance our learning by using many resources and by using technology.

Language:

- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.

Listening and Speaking:

- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.

Media:

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Unit Essential Questions:

Reading:

- How do good readers interpret and analyze text to make it personally relevant and useful?
- What strategies can I use to help me be an effective reader?

Writing

- How do writers use the conventions of Standard English grammar to write for different purposes and audiences?
- Does my story make sense? Is it complete (beginning, middle, and end)?
- How do purpose and audience affect the writing process?
- How do purpose and audience affect the rules I follow and choices I make as I write?
- Can I use a variety of purposes to communicate my ideas in writing?

Research

- Why is it important to solve problems?
- How do I know information is relevant, significant, and accurate?
- What different resources can I use to help me understand my topic better?

Language

- How can we communicate ideas in a way that others will understand?

Listening and Speaking

- Can I listen and respond to what I hear?
- How can I become a better listener and speaker?

Media

- Why do we have media?
- What different types of media can I use for different purposes?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

Phonics

- Wilson Foundations is a systematic language program that allows for students to build a solid foundation for phonemic awareness and phonics skills. The Scope and Sequence in Foundations should be followed with one lesson presented each day, which focuses on the designated skill/concept for the unit. This will include: phonemic awareness, word study, trick words (high frequency words), fluency, vocabulary, and strategies to understand a text.

Phonemic Awareness

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Scope and Sequence in Foundations should be followed with one lesson presented each day. Skills include: rhyming, onset fluency, blending, isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, substituting phonemes, alphabet knowledge, language awareness.

Evidence of Student Learning

Formative Assessments

Used regularly to guide instruction and provide immediate feedback:

- Guided Reading & Strategy Groups
- Teacher Observations
- Teacher-Student Conferences
- Class Discussions
- Cooperative Learning Activities
- Individual Whiteboard Responses
- Graphic Organizers
- Visual Representations
- Trick Word Checks (Wilson Foundations)
- Wilson Foundations Sound/Symbol Chart

- Heggerty Bridge to Writing Activities
 - Self-Assessments
 - Standards-Based Rubrics
-

Summative Assessments

Administered at the end of instructional units to evaluate mastery:

- End-of-Unit Foundations Assessments
 - Progress Monitoring Checks
 - Student Portfolios
-

Benchmark Assessments

Scheduled assessments that monitor progress over time and guide instructional planning:

- District Benchmarks
 - Interim Assessments
 - Developmental Reading Assessment (DRA-3)
 - Aimsweb Literacy Screeners
-

Alternative Assessments

Provided as appropriate to ensure equity and compliance with student plans:

- Modified assessments per IEP or 504 Plan accommodations
 - Reassessment opportunities for Foundations if students score below 80% mastery
-

Performance Tasks

Authentic, standards-based tasks that assess student application of skills:

- Identify and Describe Story Elements
- Sequence Events from a Story
- Oral or Pictorial Story Retelling
- Use of Story Maps and Graphic Organizers
- Heggerty Bridge to Writing Written Tasks

Special Education

- Follow all IEP accommodations and modifications
 - Provide small group instruction for guided reading and writing
 - Use visuals, graphic organizers, and digital content to support understanding
 - Pre-teach and reinforce key vocabulary with visual cues or movement
 - Use choral reading, songs, and chants to reinforce fluency
 - Allow for oral responses or dictated answers
 - Provide extended time for assignments and assessments
 - Utilize peer buddies and peer tutoring for academic and social support
 - Offer preferential seating and a structured classroom environment
 - Implement assistive technology tools such as audio books, Braille, screen readers, or augmentative communication systems
 - Use a scribe for students who cannot write
 - Gradually increase passage length as students' skills improve
-

Students with 504 Plans

- Follow all accommodations outlined in each student's 504 Plan
 - Provide small group and structured support when needed
 - Allow extended time for tasks and assessments
 - Accept oral or dictated responses
 - Use accessible formats (e.g., large print, digital text, Braille, audiobooks)
 - Provide a scribe or assistive technology for students who require support
 - Use an augmentative communication system when appropriate
-

Students at Risk of Academic Failure

- Pre-teach vocabulary and consistently use visuals to support instruction
 - Use read-alouds daily to model fluent reading and build comprehension
 - Offer peer tutoring and assign a peer buddy
 - Incorporate choral reading, chants, and songs to build engagement
 - Provide preferential seating to minimize distractions
 - Provide frequent check-ins and scaffolded support
 - Increase reading complexity incrementally based on student readiness
-

Gifted and Talented

- Provide opportunities for independent or interest-based extension activities
- Group students by ability or interest during centers or flexible learning blocks
- Use open-ended and higher-order questioning strategies (e.g., "Why?" and "What if?")

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- Incorporate Bloom's Taxonomy in lesson design (analyze, evaluate, create)
- Offer enriched content through advanced reading lists or tiered assignments
- Allow for discovery-based learning; avoid over-scaffolding
- Use varied pre-assessments and formative assessments to guide instruction
- Include concept maps, puzzles, and other metacognitive strategies
- Implement simulations and real-world problem-solving scenarios
- Encourage student choice through contracts or learning menus
- Provide whole-group enrichment opportunities and guided debriefing

Multilingual Learners (MLs)

- Pre-teach academic vocabulary and reinforce with pictures or gestures
- Use guided reading and writing in small group instruction
- Label classroom items in both English and the students' native languages when possible
- Provide access to audio books and visual supports
- Allow extended time and oral/dictated responses
- Collaborate with ESL or bilingual specialists
- Create a print-rich environment including bilingual word walls
- Use clear, simple language and avoid idioms or slang

Diversity and Inclusion

- Respect and incorporate students' cultural backgrounds into lessons
- Involve families in learning through multilingual communication and outreach
- Collaborate with ESL and special education professionals to meet diverse needs
- Offer visuals, outlines, and graphic organizers to support difficult concepts
- Display current academic vocabulary prominently in the classroom
- Allow for alternative assignments that honor students' interests and abilities
- Use closed captioning and visual media to support comprehension
- Provide ample wait time before calling on students to allow all learners time to think
- Create a predictable, nurturing classroom environment with consistent routines
- Encourage native language development at home while supporting English acquisition at school

Supplemental Resources

Grade 1 Curriculum Map

Instructional Materials

- Wilson's Foundations Language Program
- Trade Books (Fiction/Nonfiction Selections)
 - **Hurricanes by Gail Gibbons**
- Leveled Readers (Fiction/Nonfiction Selections)

Ocean Academy Charter School
Curriculum Guide
Grade 1 - ELA

- RAZ Kids
- Heggerty Phonemic Awareness
- Geodes by Great Minds
 - Towers of Nashtifan
 - World Traveler: Eiffel Tower
 - All The World's a Stage
 - Measure the Wind
 - Great Storm of Galveston
- Writing Fundamentals
 - I Love My Hair! by Natasha A. Tarpley

Supplemental Materials

- Ready Reading (iReady Toolbox)
- Epic Books
 - All Around the World: France by Jessica Dean
- ABCya
- Starfall
- Brainpop
- Readworks

Intervention Materials

- Foundations Double Dose
- Fluency Kit