Barrington Haddon Heights Lawnside Merchantville

School District School District School District School

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**Course Name: ELA**

**Grade: 1**

Board Approved: DATE OF BOARD APPROVAL

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).G

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| **Overview** | **Reading** | | | **Writing** | **Speaking and Listening** | **Language** |
| [**Unit 1**](#3znysh7) | Primary Focus Standards: | | | Primary Focus Standards: | Primary Focus Standards: | Primary Focus Standards: |
| RL.1.1 RL.1.3 RL.1.5 RL.1.6 RL.1.7 RL.1.10 | RI.1.1 RI.1.5 RI.1.10 | RF.1.1A RF.1.2A,B  RF.1.4A | W.1.2  W.1.3  W.1.5 | SL.1.1A  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6 | L.1.1A,B  L.1.2A,B  L.1.5A  L.1.6 |
|  | Text Type:   * Literary * Informational | | | Writing Focus:  Use the writing process to create   * Informative/explanatory writing * Narrative writing | Task type:   * Respond to and interact with peers in small & whole group discussion | Skill focus:   * Demonstrate command of standard English grammar and mechanics when writing or speaking |
| [**Unit 2**](#2et92p0) | Primary Focus Standards: | | | Primary Focus Standards: | Primary Focus Standards: | Primary Focus Standards: |
| RL.1.1 RL.1.3 RL.1.10 | RI.1.1 RI.1.3 RI.1.4 RI.1.6 RI.1.7 RI.1.10 | RF.1.1A RF.1.2A,B,C RF.1.3A,B,C RF.1.4A,B | W.1.2  W.1.3  W.1.5 | SL.1.1A,B  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6 | L.1.1A,B,C,D,E  L.2.A,B,C,D  L.1.5A,B  L.1.6 |
|  | Text Type:   * Literary * Informational | | | Writing Focus:  Use the writing process to create   * Informative/explanatory writing * Narrative writing | Task type:   * Respond to and interact with peers in small & whole group discussion | Skill focus:   * Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking |
| [**Unit 3**](#tyjcwt) | Primary Focus Standards: | | | Primary Focus Standards:  W.1.1  W.1.2  W.1.5  W.1.6  W.1.7  W.1.8 | Primary Focus Standards:  SL.1.1A,B,C  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6 | Primary Focus Standards:  L.1.1C,D,E,F,G,H  L.1.2A,B,C,D,E  L.1.4A,B,C  L.1.5A,B,C  L.1.6 |
| RL.1.1 RL.1.2  RL.1.4 RL.1.7 RL.1.9 RL.1.10 | RI.1.1 RI.1.2  RI.1.3 RI.1.4 RI.1.7 RI.1.9 RI.1.10 | RF.1.1A RF.1.2A,B,C,D RF.1.3A,B,C,D,E  RF.1.4A,B,C |
|  | Text Type:   * Literary * Informational | | | Writing Focus:  Use the writing process to create   * Opinion writing * Informative/explanatory writing * Shared research writing * Routine writing | Task type:   * Respond to and interact with peers in small & whole group discussion | Skill focus:   * Demonstrate command of standard English grammar and mechanics when writing or speaking |
| [**Unit 4**](#3dy6vkm) | Primary Focus Standards: | | | Primary Focus Standards:  W.1.1  W.1.3  W.1.5  W.1.6  W.1.7  W.1.8 | Primary Focus Standards:  SL.1.1A,B,C  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6 | Primary Focus Standards:  L.1.1D,E,F,G,H,I,J  L.1.2A,B,C,D,E  L.1.4A,B,C  L.1.5C,D  L.1.6 |
| RL.1.1  RL.1.2 RL.1.4 RL.1.7 RL.1.9 RL.1.10 | RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI.1.10 | RF.1.1A  RF.1.2A,B,C,D RF.1.3A,B,C,D,E RF.1.4A,B,C |
|  | Text Type:   * Literary * Informational | | | Writing Focus:  Use the writing process to create   * Opinion writing * Narrative writing * Routine writing | Task type:   * Respond to and interact with peers in small & whole group discussion | Skill focus:   * Demonstrate command of standard English grammar and mechanics when writing or speaking |
| **Suggested Open Educational Resources** | Reading   * <http://readingandwritingproject.org/> * [www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog) * <http://www.wegivebooks.org/books> * <http://www.nwp.org/cs/public/print/resource_topic/teaching_reading> * <http://www.sightwords.com/> * [www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html) * <http://www.readwritethink.org/> * <http://www.lesterlaminack.com/blog.htm> * [www.seymoursimon.com/index.php/blog](http://www.seymoursimon.com/index.php/blog) * <https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684> | | | Writing & Language   * <http://readingandwritingproject.org/> * <http://www.schrockguide.net/> - (technology resource) * <http://twowritingteachers.wordpress.com> * [www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html) * <http://www.readwritethink.org/> * <http://www.nwp.org/cs/public/print/resource_topic/teaching_writing> | Speaking & Listening   * <http://readingandwritingproject.org/> * [www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html) | Critical Thinking   * <http://readingandwritingproject.org/> * [www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html) * [www.seymoursimon.com/index.php/blog](http://www.seymoursimon.com/index.php/blog) |

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| **Unit 1 Grade 1** | | |
| **Unit 1 Reading Standards** | | **Unit 1 Reading Critical Knowledge and Skills** |
| RL.1.1**.** Ask and answer questions about key details in a text. | RI.1.1. Ask and answer questions about key details in a text. | * Understand what key details in the text are * Determine what key details are in a text * Recall key details of texts * Ask and answer questions about key details * Ask and prompt who, what where, when, why and how regarding details of a text * Answer when prompted and use key details from the text * Ask and answer questions about key details, with support |
| RL.1.3**.** Describe characters, settings, and major event(s) in a story, using key details. |  | * Identify key story details * Provide a description of characters in a story using key details * Provide a description of the setting of a story using key details * Provide a description of the major events in a story using key details |
| RL.1.5.Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or | RL.1.5:   * Read a variety of narrative and informational texts * Identify the traits of narrative texts and informational texts * Compare and contrast narrative and informational text, focusing on how they are different * Explain the differences between narrative and informational texts |
| RI.1.5:   * Determine what text features help locate important information * Use headings to help understand text * Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc) |
| RL.1.6. Identify who is telling the story at various points in a text. |  | * Explain the function of a narrator * Determine the narrator who is telling a story * Identify when the narrator changes |
| RL.1.7.Use illustrations and details in a story to describe its characters, setting, or events. |  | * Interpret illustrations to develop a better understanding of the story * Identify an illustration that helps to describe the character, setting, or events * Explain how illustrations describe important story elements * Identify story details that describe story elements * Describe elements of the story using story details |
| RL.1.10**.** With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | RI.1.10. With prompting and support, read informational texts at grade level complexity or above. | * Participate in reading activities, either in a group or independently * Articulate the purpose of the reading activities * Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | * Understand how a sentence is organized * Identify the first word of a sentence * Identify the capitalization used to begin the sentence * Identify the various types of end punctuation |
| 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.  RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.  RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | | * Identify the long and short vowel sounds in words * Explain the difference between the long and short vowel sounds * Produce the sound for each letter and blend to make a word * Discern letter sounds at the beginning, middle, and end of words * Take apart a word by sounds |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension.  RF.1.4.A. Read grade-level text with purpose and understanding. | | * Understand grade-level text when reading * Read grade-level text aloud, making minimal errors * Reread text to better understand what was read, when necessary |
| **Unit 1 Writing Standards** | | **Unit 1 Writing Critical Knowledge and Skills** |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | * Discern facts from opinion * Introduce a topic that is well known * Include some facts about a topic * Write a closing statement |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | * Tell events in a sequence * Describe events using details * Use sequence words to show order of events (e.g., now, when, then) * End with a closing sentence |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | | * Explain what was written when questions are asked by adults and peers * Reflect on writing and make changes * Add descriptive words and details * Attempt to recognize and correct spelling, grammar and punctuation errors |
| **Unit 1 Speaking and Listening Standards** | | **Unit 1 Speaking and Listening Critical Knowledge and Skills** |
| SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | * Participate in variety of rich structured conversations about grade appropriate topics and texts * Follow agreed upon rules for listening to others and taking turns speaking about topics and texts * Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | * Ask and answer questions about a text read aloud or information through other media to better student understanding * Practice asking questions for clarification of key details * Actively listen to presented information to answer questions |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | * Use strategies for asking questions that are on a topic * Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | * Describe familiar people * Tell about familiar places * Describe memorable events * Explain familiar events * Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | * Add visuals in order to present detailed information to others * Construct drawings or gather other visual media when describing * Present information to others using appropriate visual displays to clearly express ideas |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | | * Express thoughts and feelings and ideas in complete sentences * Speak audibly to naturally express ideas |
| **Unit 1 Language Standards** | | **Unit 1 Language Critical Knowledge and Skills** |
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.1.1.A. Print all upper- and lowercase letters.  L.1.1.B. Use common, proper, and possessive nouns. | | * Form all upper and lowercase letters with appropriate sizing and spacing * Identify common and proper nouns and provide examples of each * Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading) |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.1.2.A. Capitalize dates and names of people.  L.1.2.B. Use end punctuation for sentences. | | * Recognize the names of people, days of the week, and months of the year * Capitalize the appropriate words in the date and the names of people * Identify different types of end punctuation * Apply appropriate end punctuation to writing |
| L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | | * Group words into categories that logically fit together * Explain why the words belong in a group |
| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | * Use vocabulary accurately in speaking and writing * Demonstrate using conjunctions in speaking and writing * Listen, share and read a variety of texts * Use new words and phrases when writing, reading and responding to texts |

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| **Unit 1** | | | |
| **Learning Goals** | | **Suggested Activities** | |
| [***Precursor to Unit 1: Launching the Readers/Writers Workshop***](https://docs.google.com/document/d/1sNmMxWFNIdwK7Dyg6DSQLOshf4bHpH4De9DME0V9ZCY/edit?usp=sharing) | | | |
| ***Reading***   1. Share prior knowledge in whole and small group discussions (activate schema) while staying on topic. 2. Use picture clues to prepare for reading (picture walks, connecting words and relevant vocabulary). 3. Ask and answer questions before, during and after reading. 4. Make predictions before, during (using pictures, title, what has been read and prior knowledge) and after reading (confirming predictions with details from the text) during whole group, small group and independent reading 5. Share and justify opinions about stories (e.g. favorite part and why, I did/did not like this story because, when making predictions). 6. Retell stories in sequence using characters, setting, main events, key details and vocabulary from the text. 7. Develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature (monitoring for meaning) 8. Demonstrate comprehension, inferential thinking and decoding skills. 9. Describe and identify characters and their traits, feelings and motives. 10. Demonstrate ability to make connections using prior knowledge (e.g. text-to-text, text-to-self, text-to-world) orally, through illustrations or a written response. 11. Identify and generate examples of cause and effect. | | ***Reading***   1. Model and practice decoding strategies    * Did that make sense?    * Does that look right?    * Check the middle (or end) of the word. What would make sense and look right?    * Sweep the word and say the sounds slowly.    * Cover the ending.    * Find a part you know.    * Get your mouth ready and use the picture   2. Model and practice comprehension strategies (retelling, predictions, previewing, making connections, identifying characters/setting, favorite part) in the following settings:   * ***Whole Group*** *Introduce and explicitly model strategies during interactive read alouds.*   1. Develop metacognition by using Think Alouds to guide students’ thinking   2. Model using post-its to monitor and share thinking before, during and after reading.   3. Create anchor charts with sentence stems to scaffold thinking (e.g. “My favorite part was when….because….,”, “This reminds me of…”, “First, next, then, and then, finally) * ***Guided Reading*** *Reinforce concepts taught during focus lessons using comprehension scaffolds (examples listed are from The Next Step Forward in Guided Reading By: Jan Richardson (chapter 7)*   + Monitoring     - Stop and Fix-Up   + Retelling     - Stop, Think,Paraphrase     - Beginning-Middle-End     - Five-Finger Retell     - Key Words     - Who-What   + Developing Vocabulary     - Strategies to Explain New Words   + Asking and Answering Questions     - Green Questions     - Red Questions   + Analyzing Relationships     - Cause-Effect Questions     - Compare and Contrast with Yellow Questions * **Literacy Centers**   + Sequencing activities     - Written responses to books read/listened to * **Independent Reading**   + Post-it notes/worksheets with written responses to independent level texts   + Reading conferences | |
| ***Writing (narrative)***   1. Write a personal narrative    1. using pictures to tell a story    2. writing across pages 2. Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults. 3. Add details to story during revision process with teacher support. 4. Use a Writer’s checklist for:    1. Capitalize proper nouns and first letter in a sentence    2. Choose correct ending marks    3. spaces between words    4. writing left to right 5. Students will use knowledge of short vowels, blends and digraphs to write unknown words (invented spelling). 6. Editing: ending punctuation, comma, spacing | | ***Writing (narrative) [Teacher created mentor text](https://drive.google.com/file/d/1-Q6tlRECvEPhjGZK2-EwakWouJEGwk5L/view?usp=sharing)***   * **Suggested Minilessons**   + writers create an idea booklet that they can refer to for ideas   + writers use events from their lives-things they do or things that have happened to them- to write small moment stories   + writers plan what they want to write before they start writing (touch, tell, sketch, then write)   + Writers remember “when you’re done, you’ve just begun”. Writers go back and add more to pictures and words.   + Writers spell by stretching out each word listening for all sound and recording what they hear   + Writers write with a focus (watermelon and seed)   + Writers talk to other writers about their writing, story telling their ideas out loud   + writers reread their writing checking that it is clear and “fixing up” as necessary.   + Writers bring their stories to life     - by making their characters move and speak     - tell small steps/tell your story across your fingers     - make characters think and feel   + writers use words they know to spell new words and more challenging words   + writers use punctuation to help readers read it better (capitals/ending marks)   + writers publish by choosing a story they want to share then they fix it up.   + writers make sure their writing is easy to read by using an editing checklist   + writers get their books ready for the library by adding titles, detailed pictures and a cover.   + Writers celebrate their writing! * [**Suggested Anchor Charts**](https://docs.google.com/document/d/1rhsd3KTkXGz7xp3NjrsT5Y7_QE6kfLoxby5jOWjcDZU/edit?usp=sharing)   + How to Write a Story   + Ways to Spell Words   + Once You’re Done, You’ve Just Begun   + Small Moments   + Storytelling with a Partner   + Writer’s Checklist   + Ways to Bring Stories to LIFE! | |
| ***Language***   1. Identify and define nouns. 2. Sort common and proper nouns according to category. 3. Apply capitalization rules to proper nouns. 4. Use common and proper nouns. 5. Identify and define verbs. 6. Generate a list of action verbs. 7. Use verbs to convey a sense of past, present and future. | | ***Language***   1. Write the room activities 2. Sorting of nouns and verbs 3. Think/Pair/Share 4. Turn and Talk 5. Class created anchor chart 6. Cut and order sentences | |
| ***Word Study/Phonics: Short vowels, beginning blends and digraphs***   1. Identify, write and read all short vowel sounds in CVC words. 2. Discriminate between the 5 short vowel sounds when reading and writing words. 3. Identify initial blends in isolation 4. Identify, pronounce, read and write CCVC words with the initial digraph (SH, CH, TH, WH, PH) 5. Identify, pronounce, read and write CVCC words with:    1. L- Blends (sl, bl, gl, pl, fl)    2. R-Blends (br, tr, gr, pr, fr, cr, dr)    3. S-Blends (sc, sn, sl, sk, sw, st, scr, spr, spl) | | ***Word Study/Phonics***   1. Weekly Spelling lists 2. Phonics games and activities 3. Creating word wall 4. Picture sorts | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Journeys Lesson assessments (spelling/phonics)  Dictation Tests  High Frequency Word Reading  Word Study Assessment  Running Records  Reading/Writing Conferences  **Student Samples:** **[Sample 1](https://drive.google.com/file/d/1-wA-UVE89dT3GCD5ts1k6yuqAIOQo_Kl/view?usp=sharing)** [**Sample 2**](https://drive.google.com/file/d/1-q8klkRBz0eEWOcScCrI91TEQmaWTOSw/view?usp=sharing) | | DRA2 Midyear assessment  MAP ELA Assessment  Unit 2 Curriculum Framework  LinkIt  https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| **Marzano Proficiency Scales**  4- Advanced: Advanced understanding and application of the standard  3- Achieving: Consistently applies skills independently  2- Developing: Progressing towards independent application of skills  1- Beginning: Early stages of development; needs assistance | | **Student Samples:** **[Sample 1](https://drive.google.com/file/d/1-wA-UVE89dT3GCD5ts1k6yuqAIOQo_Kl/view?usp=sharing)** [**Sample 2**](https://drive.google.com/file/d/1-q8klkRBz0eEWOcScCrI91TEQmaWTOSw/view?usp=sharing)  **Picture Story**  Objectives:  Research and write an informational article.  Gather information to answer a question.  Describe people and events with details and express ideas and feelings clearly.  W.1.2, W.1.8, SL.1.4 | |
| **District/School Texts/Lessons** | | **District/School Supplementary Resources** | |
| **Barrington/Lawnside**  Journeys: Lessons 1-5  **Suggested Mentor Text for Unit**  *Do Not Open this Book by Joy Cowley*  *Frog and Toad are Friends by Arnold Lobel*  *Goldilocks and the Three Bears by James Marshall & Goldilocks and the Three Bears by Emma Chichester Clark*  *Knuffle Bunny by Mo Willems*  *No David by David Shannon*  *David Goes to School by David Shannon*  *Click Clack Moo: Cows that Type by Doreen Cronin*  *No new text needed – Use texts from lessons 2,6, and 7 for modeling of new material*  *A House for Hermit Crab by Eric Carle*  *There’s an Alligator Under my Bed by Mercer Mayer*  *The Fox and the Stork (a fable)*  *Frederick by Leo Lionni*  *Bears Loose Tooth by Karma Wilson (or any story that works for retelling)*  *A Pocket for Corduroy*  [Additional Suggested Text](https://docs.google.com/document/d/1ixAwYlHNhXWkIQLXeM__An8XjyC47UUNQZTWA2Ln_iI/edit) | | **Online Resources:**   * [*Think Central*](http://www.k6.thinkcentral.com) *(Journey’s Online Resources)* * [*HubbardsCupboard.org*](http://hubbardscupboard.org) * [*BrainPOP Jr.*](http://brainpopjr.com) * [*ReadWorks*](https://www.readworks.org/) * *Scholastic News* * Reading A-Z * [Primary Writing Paper Templates](https://drive.google.com/file/d/1-O8P5YUylZUZqbbFPkbC4VrFvaJ7c3Kw/view?usp=sharing)   **Text Resources:**   * Lucy Calkins Units of Study * *The Next Step Forward in Guided Reading* By: Jan Richardson * Sonday Program * Words Their Way * Super Kids * Fountas and Pinnell Phonics Program | |
| **District/School Writing Tasks** | | | |
| **Primary Focus:**  Writer’s Workshop:   * Narrative writing | **Secondary Focus:**  Print upper and lower case letters  Print common/proper/possessive nouns  Capitalize dates, names and people  Use end punctuation  Sort words into categories | | **Routine Writing:**  Journal Writing  Writing choice/activities during Daily 5. |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  (Click on the text above; it is linked to the state website where the information needed for this section can be found) | | | |
| **Social Studies**  6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community.  6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful. | **Math**  1.MD.C. Represent and interpret data. | | **Science**  1-LS1-2: Read text and use media to determine patterns in behavior of parents and offspring that help offspring survive |
| **21st Century Skills/Career** | **Technology** | | **World Language** |
| CRP1. Act as a responsible and contributing citizen and employee. | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.  7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  Small Group  Direct Instruction  Write in Readers  Sonday Program  Simon SIO  Fundations  Leveled Text | **English Language Learners**  **Curious About Words**  Labeling  Small Group  Leveled Text  Programming for qualified students | | **Students at Risk for Failure**  Small group  Direct Instruction  Sonday Program  Journey Intervention  Leveled text  RTI process |
| **Gifted and Talented Students**  Qualified programming  Extension projects/tasks  Leveled Text  Leadership Role | **Students with a 504 Plan**  Small group  DIrect Instruction  Shortened Assignments  Sonday Program  Journeys Intervention  Leveled Text  RTI Process | |  |
| **Unit Duration: Instructional Days** | | | |
| 42 days | | | |

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| **Unit 2** **Grade 1** | | |
| **Unit 2 Reading Standards** | | **Unit 2 Reading Critical Knowledge and Skills** |
| RL.1.1**.** Ask and answer questions about key details in a text. | RI.1.1. Ask and answer questions about key details in a text. | * Understand what key details are * Determine what key details are in a text. * Recall key detailsof texts * Ask and answer questions about key details * Ask and prompt who, what where, when, why and how regarding details of a text * Answer when prompted and use key details from the text * Ask and answer questions about key details, with support |
| RL.1.3**.** Describe characters, settings, and major event(s) in a story, using key details. | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | RL.1.3:   * Identify key story details * Provide a description of characters in a story using key details * Provide a description of the setting of a story using key details * Provide a description of the major events in a story using key details |
| RI.1.3:   * Identify the key people, events, ideas, or information in a text * Explain how two individuals, events, ideas or pieces of information are linked |
|  | RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | * Identify words in text where the meaning is unclear or unknown * Ask and answer questions to help understand what words and phrases mean in the text * Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content * Use strategies when faced with an unknown word |
|  | RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | * Determine the difference between information gained by examining pictures and information gained from the words in the text * Identify the difference between what pictures show and what the words in the text say |
|  | RI.1.7.Use illustrations and details in a text to describe its key details. | * Interpret illustrations to develop a better understanding of the text * Identify an illustration that helps describe the key details * Explain how illustrations describe important key details * Describe a text using the details |
| RL.1.10**.** With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | RI.1.10. With prompting and support, read informational texts at grade level complexity or above. | * Participate in reading activities, either in a group or independently * Articulate the purpose of the reading activities * Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | * Understand how a sentence is organized * Identify the first word of a sentence * Identify the capitalization used to begin the sentence * Identify the various types of end punctuation |
| 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.  RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.  RF.1.2.B. Orally produce single-syllable words by blending sounds  RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | | * Identify long and short vowel sounds in single syllable words * Produce the sound for each letter and blend to make a word * Take apart a word by sounds * Discern letter sounds at the beginning, middle, and end of words * Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.  RF.1.3.B. Decode regularly spelled one-syllable words.  RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds. | | * Identify digraphs in orally produced words * Produce the letters that make the sounds in words with digraphs * Use specific strategies to decode words with digraphs * Produce the letter sounds to make a one-syllable word * Identify irregularly spelled words when reading * Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension.  RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | | * Understand grade-level text when reading * Read grade-level text aloud, making minimal errors * Use an appropriate rate when reading aloud * Use appropriate expression and inflection when reading text aloud * Reread text to better understand what was read, when necessary |
| **Unit 2 Writing Standards** | | **Unit 2 Writing Critical Knowledge and Skills** |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | * Discern facts from opinion * Introduce a topic that is well known * Include some facts about a topic * Write a closing statement |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | * Tell events in a sequence * Describe events using details * Use sequence words to show order of events (e.g., now, when, then) * End with a closing sentence |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | | * Explain what was written when questions are asked by adults and peers * Reflect on writing and make changes * Add descriptive words and details * Attempt to recognize and correct spelling, grammar and punctuation errors |
| **Unit 2 Speaking and Listening Standards** | | **Unit 2 Speaking and Listening Critical Knowledge and Skills** |
| SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | | * Participate in variety of rich structured conversations about grade appropriate topics and texts * Follow agreed upon rules for listening to others and taking turns speaking about topics and texts * Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) * Use strategies to respond to the comments of others to build the conversation |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | * Ask and answer questions about a text read aloud or information through other media to better student understanding * Practice asking questions for clarification of key details * Actively listen to presented information to answer questions |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | * Use strategies for asking questions that are on a topic * Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | * Describe familiar people * Tell about familiar places * Describe memorable events * Explain familiar events * Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | * Add visuals in order to present detailed information to others * Construct drawings or gather other visual media when describing * Present information to others using appropriate visual displays to clearly express ideas |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | | * Express thoughts and feelings and ideas in complete sentences * Speak audibly to naturally express ideas |
| **Unit 2 Language Standards** | | **Unit 2 Language Critical Knowledge and Skills** |
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.1.1.A. Print all upper- and lowercase letters.  L.1.1.B. Use common, proper, and possessive nouns.  L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | | * Formation of upper and lowercase letters * Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) * Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking * Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking * Identify different tenses of verbs in reading * Explain how verbs can express past, present, and future * Use verb tense to express past, present, and future in writing |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.1.2.A. Capitalize dates and names of people.  L.1.2.B. Use end punctuation for sentences.  L.1.2.C. Use commas in dates and to separate single words in a series.  L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | * Recognize the names of people, days of the week, and months of the year * Capitalize the appropriate words in the date and the names of people * Identify different types of end punctuation * Apply appropriate end punctuation to writing * Recognize the comma * Explain the purpose and function of a comma * Apply rules for using commas in writing to dates and to single word series * Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation * Apply knowledge of phonemic awareness and spelling conventions to spell untaught words * Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling) |
| L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | | * Group words into categories that logically fit together * Explain why the words belong in a group * Identify attributes of words put into categories * Use the attribute to extend the definition of categorized words |
| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | * Use vocabulary accurately in speaking and writing * Demonstrate using conjunctions in speaking and writing * Listen, share and read a variety of texts * Use new words and phrases when writing, reading and responding to texts |

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| **Unit 2** | | | |
| **Learning Goals** | | **Suggested Activities** | |
| ***Reading***   1. Distinguish between and identify fiction and nonfiction texts. 2. Ask and answer questions about a topic they have read about, using key details from the text. 3. Identify nonfiction text features (e.g. headings, table of contents, glossary, illustrations, diagrams) 4. Develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. | | ***Reading***   1. Revisit and continue to practice decoding strategies taught in Unit 1 and apply to nonfiction texts. 2. Revisit and continue to practice comprehension strategies (retelling, predictions, previewing, making connections, asking and answering questions) introduced in Unit 2 and apply to non-fiction texts. 3. Introduce, model and practice comprehension strategies specific to nonfiction text (main idea and details, using text features) examples listed are from The Next Step Forward in Guided Reading by: Jan Richardson (chapter 7)    1. Main Idea and Details (Nonfiction)       1. Very Important Part (V.I.P)       2. V.I.P. - Key Words       3. V.I.P. - Key Words-Central Idea    2. Using Text Features       1. What’s the Big Idea?       2. Just the facts.       3. Ask Green Questions.       4. Ask Yellow Questions. | |
| ***Writing (informational)***   1. compose a written piece that: explains something and/or answers questions, uses facts and focuses on what’s important (Think, Touch and Tell, Sketch, write 2. use a variety of digital tools to produce and publish writing. 3. write an informative/explanatory writing with a topic sentence, facts and a concluding statement (e.g. “how to …” writing, All About books, Question Answer Books, Kinds of...) 4. Add details to writing during revision process with teacher support. 5. Use a Writer’s checklist for:    1. Capitalize proper nouns and first letter in a sentence    2. Choose correct ending marks    3. spaces between words    4. use of transitional words (First, Next, Then, After that, Last/Finally) 6. Students will use knowledge of short vowels, blends and digraphs to write unknown words (invented spelling). 7. Editing: ending punctuation, comma, capitalization, spacing | | ***Writing (informational)***  **Teacher Created Mentor Texts:**  [**How-To**](https://drive.google.com/file/d/1-QDbuxKl_H0VETMncd_5IU8D9yciWL7c/view?usp=sharing) **[Question Answer](https://drive.google.com/file/d/1-wXzSc6AUb0IAT7yD-4B48lym-JGgo5a/view?usp=sharing)** [**Kinds of (Version 1)**](https://drive.google.com/file/d/1-a4BkqD4utDx-EV3oKr4ueFXtUCvpnTw/view?usp=sharing)[**Kinds of (Version 2)**](https://drive.google.com/file/d/1-cFz3xOrhYzV0m32nV-kgVZOoEL7siC1/view?usp=sharing)[**All About**](https://drive.google.com/file/d/1-yMBiYo03Zf__pTEeQ-N5NnP6gMatWWs/view?usp=sharing)  **Suggested Mini Lessons**   * **How-To Writing**   + *writers create an idea booklet that they can refer to for idas throughout the unit*   + *writers can teach others through their how-to books*   + *Writers act out how-to unpack a backpack to show they can teach others how-to do something (shared writing)*   + *Writers use transitional and sequential words to show order*   + *Writer’s use their idea booklet to choose “How-To” topic*   + *Writers use transitional and sequential words to show the steps of their topic*   + *Writers have partners read their how-to writing and partner act out the steps*   + *Writers have partners read their how-to writing and help decide what can be added or fixed up*   + *Writers use punctuation to help readers read it better (capitals/ending marks)*   + *Writers make sure every step is there and maintain voice and clarity*   + *Writers zoom into add, labels, arrows, speech bubbles to include directions for how to books*   + *writers publish by choosing a story they want to share then they fix up.*   + *Writers make sure their writing is easy to read by using an editing checklist.*   + *Writers get their books ready for the library by adding titles, detailed pictures and a cover*   + *Writers celebrate!* * **Writing Non-Fiction (informational)**   + *Writers become teacher and teach readers all about a topic we are experts in. We teach one thing then another. We can use our fingers to help us organize our information, but then we can sketch it out on paper*   + *Writers use illustrations in our teaching books to help teach readers.*   + *Nonfiction writers use fancy words to teach others about a topic. We think about the spelling of these words syllable by syllable and do out best to spell based on the sounds we hear.*   + *Writers need readers to help point out places in our books that may not make sense. These parts may not make sense because of missing words or information or we may have added things that don’t belong (revising)*   + *Editing- writers know we need to check for capitalization, punctuation and spelling.*   + *Writing books that teach something can be longer than most of the books written so far. Writers create a table of contents to help organize all the information in our books.*   + *Writers don’t just tell the fact (detail). We also help readers picture the fact so that readers can better understand why it matters. One way we can do this is by using comparisons.*   + *Writers think about what kind of writer we are writing (different paper: how to and list paper)*   + *Writers know how to add beginnings and endings to our writing (Introductions and Conclusions)*   + *Writers pretend to be the reader to fix up our work. We check for mistakes (revise)*   + *Writers research. We look for photographs or pictures that are connected to their topics. We study the pictures closely and then we put into words what we have learned and add it to our writing.*   + *Editing- Using different punctuation marks, periods, question marks, exclamation marks, commas and colons. (make punctuation anchor chart)*   + *Writers use speech bubbles to help give more information.*   + *Writers create an editing checklist to help make revisions in our writing.*   + *Writers revise, edit, check and celebrate their work* * [**Suggested Anchor Charts**](https://docs.google.com/document/d/1rhsd3KTkXGz7xp3NjrsT5Y7_QE6kfLoxby5jOWjcDZU/edit?usp=sharing)   + *How-To anchor chart*   + *All About books*   + *Informational Writing*   + *punctuation*   + *speech bubbles*   + *editing checklist* | |
| ***Language***   1. Identify and define adjectives 2. Use adjectives to describe a set of nouns 3. Identify and define determiners: some, every, each, this, that, any 4. Understand that determiners tell more about nouns 5. Use determiner words to show an amount or specifies which one (this one, that one, etc). 6. Generates phrases with determiners and nounsI | | ***Language***   1. Create a PowerPoint to include adjectives to describe themselves (cross curricular with technology class) 2. Write the room activities 3. Sorting of nouns and verbs 4. Think/Pair/Share 5. Turn and Talk 6. Class created anchor chart 7. Cut and order sentences 8. Labeling around the room | |
| ***Word Study/Phonics***   1. Identify and apply knowledge of all short vowel sounds 2. Identify -ed, -s, -ing endings in words and begin to apply to instructional and independent reading and writing 3. Students will identify and spell known high frequency words 4. Identify blends in isolation 5. Identify, pronounce, read, and write CCVC words with:    1. L-Blends    2. R- Blends    3. S-Blends 6. Identify, pronounce, read, and write CCVC words with the initial digraph: CH, SH, TH, WH, PH | | ***Word Study/Phonics***   1. Weekly spelling tests 2. Phonics games and activities 3. Expanding word wall by adding new words 4. Picture and word sorts | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Journeys Lesson assessments (spelling/phonics)  Dictation Tests  High Frequency Word Reading  Word Study Assessment  **Student samples:** [**All About**](https://drive.google.com/file/d/1-kMV0E0hP-Di63PtaQ5n8jXxz6WDtpJO/view?usp=sharing)  **[How-To (version 1)](https://drive.google.com/file/d/1-zIFi2lsPbqRLIPCNh0LkrHZC7QoL-Fy/view?usp=sharing)** [**How-To (version 2)**](https://drive.google.com/file/d/104LpEZGSUZCD1eogA5xPFB7cO1pSMel0/view?usp=sharing) | | DRA2 Midyear assessment  MAP ELA Assessment  Unit 2 Curricula Framework  LinkIt  <https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf>  (username:model; password:curriculum) | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| **Marzano Proficiency Scales**  4- Advanced: Advanced understanding and application of the standard  3- Achieving: Consistently applies skills independently  2- Developing: Progressing towards independent application of skills  1- Beginning: Early stages of development; needs assistance | | **Student samples:** [**All About**](https://drive.google.com/file/d/1-kMV0E0hP-Di63PtaQ5n8jXxz6WDtpJO/view?usp=sharing)  **[How-To (version 1)](https://drive.google.com/file/d/1-zIFi2lsPbqRLIPCNh0LkrHZC7QoL-Fy/view?usp=sharing)** [**How-To (version 2)**](https://drive.google.com/file/d/104LpEZGSUZCD1eogA5xPFB7cO1pSMel0/view?usp=sharing)  Objectives: Research and write an informational article  Gather information to answer questions  Capitalize names of people  Sharing Tree Activity: Have students think about who they would like to make a leaf for to put on the sharing tree. Students share finished product  W.1.2, W.1.8, L.1.2a | |
| **District/School Texts/Lessons** | | **District/School Supplementary Resources** | |
| **Barrington**  Journeys: Lessons 6-14  **Suggested Mentor Text for Unit**  *Watching the Seasons by Edana Eckert Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst Alexander, Who's Not (Do you hear me? I mean it!) Going to move by Judith Viorst The Lorax by Dr. Seuss Julius, the Baby of the World by Kevin Henkes. There was an old lady who swallowed some books by Lucille Colandro Pig’s Eggs by Catherine Sully The Three Pigs (Paul Galdone Classics or any close to normal version that you have) and The True Story of the Three Pigs Jon Scienszka If you give a mouse a cookie by Laura Numeroff The Snowman by Raymond Briggs The Mitten by Jan Brett No David by David Shannon Two Bad Ants by Chris vonAllsburg Hello Ocean by Pam Munoz Ryan*  *Nonfiction text of your choice*  *Nonfiction text of your choice*  *Spiders (reading a-z level M)*  *“Bats” by Gail Gibbons*  *“Want to be a beaver?” by Bonnie Highsmith Taylor (Reading A-Z level J)*  *“Ostriches: Big Birds” by Emilio Garcia (Reading A-Z level L)*  *“What Lives in this Hole?” (Reading A-Z level K)*  [Additional Suggested Text](https://docs.google.com/document/d/1ixAwYlHNhXWkIQLXeM__An8XjyC47UUNQZTWA2Ln_iI/edit) | | **Online Resources:**   * [*Think Central*](http://www.k6.thinkcentral.com) *(Journey’s Online Resources)* * [*HubbardsCupboard.org*](http://hubbardscupboard.org) * [*BrainPOP Jr.*](http://brainpopjr.com) * [*ReadWorks*](https://www.readworks.org/) * *Scholastic News* * Reading A-Z * [Primary Writing Paper Templates](https://drive.google.com/file/d/1-O8P5YUylZUZqbbFPkbC4VrFvaJ7c3Kw/view?usp=sharing)   **Text Resources:**   * Lucy Calkins Units of Study * *The Next Step Forward in Guided Reading* By: Jan Richardson * Sonday Program * Words Their Way * Super Kids * Fountas and Pinnell Phonics Program | |
| **District/School Writing Tasks** | | | |
| **Primary Focus:**  Informative/explanatory writing | **Secondary Focus:**  Print upper and lower case letters  Print common/proper/possessive nouns  Use singular/plural nouns with matching verbs  Use personal, possessive and indefinite pronouns  Capitalize dates, names and people  Use end punctuation  Use commas in dates and to separate single words in a series  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words  Sort words into categories  Define words by category and by one or more key attributes  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, | | **Routine Writing:**  Journal Writing  Writing choice/activities during Daily 5. |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  (Click on the text above; it is linked to the state website where the information needed for this section can be found) | | | |
| **Social Studies** | **Math** | | **Science** |
| 6.1.4.A.01: 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. | 1.MD.C.4 Represent and interpret data. | | 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. |
| **21st Century Skills** | **Technology** | | **World Language** |
| CRP4. Communicate clearly and effectively and with reason. | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  Small Group  Direct Instruction  Write in Readers  Sonday Program  Simon SIO  Fundations  Leveled Text | **English Language Learners**  **Curious About Words**  Labeling  Small Group  Leveled Text  Programming for qualified students | | **Students at Risk for Failure**  Small group  Direct Instruction  Sonday Program  Journey Intervention  Leveled text  RTI process |
| **Gifted and Talented Students**  Qualified programming  Extension projects/tasks  Leveled Text  Leadership Role | **Students with a 504 Plan**  Small group  DIrect Instruction  Shortened Assignments  Sonday Program  Journeys Intervention  Leveled Text  RTI Process | |  |
| **Unit Duration: Instructional Days** | | | |
| 42 days | | | |

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| **Unit 3** **Grade 1** | | |
| **Unit 3 Reading Standards** | | **Unit 3 Reading Critical Knowledge and Skills** |
| RL.1.1**.** Ask and answer questions about key details in a text. | RI.1.1. Ask and answer questions about key details in a text. | * Understand what key details are * Determine what key details are in a text * Recall key details of texts * Ask and answer questions about key details * Ask and prompt who, what where, when, why and how regarding details of a text * Answer when prompted and use key details from the text * Ask and answer questions about key details, with support |
| RL.1.2**.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. | RI.1.2. Identify the main topic and retell key details of a text. | RL.1.2:   * Identify the key details of a story * Retell stories in their words capturing the key details * Explain the story’s central idea or message |
| RI.1.2:   * Identify the key details of a text * Retell texts in their own words capturing the key details * Identify the main topic of the text |
|  | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | RI.1.3:   * Identify the key people, events, ideas, or information in a text * Explain how two individuals, events, ideas or pieces of information are linked |
| RL.1.4**.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | RL.1.4:   * Recognize feeling words and phrases in texts * Recognize sensory words texts * Describe what feeling or sense the words and phrases are appealing to |
| RI.1.4:   * Identify words in text where the meaning is unclear or unknown * Ask and answer questions to help understand what words and phrases mean in the text * Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content * Use strategies when faced with an unknown word |
| RL.1.7.Use illustrations and details in a story to describe its characters, setting, or events. | RI.1.7.Use illustrations and details in a text to describe its key details. | RL.1.7:   * Interpret illustrations to develop a better understanding of the story * Identify an illustration that helps to describe the character, setting, events * Explain how illustrations describe important story elements * Describe story elements using story details |
| RI.1.7:   * Interpret illustrations to develop a better understanding of the text * Identify an illustration that helps describe the key details * Explain how illustrations describe important key details * Describe a text using the details |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | RL.1.9:   * Identify the characters in stories * Describe characters’ experiences in the stories * Identify similarities and differences in characters’ experiences in stories * Identify similarities and differences in what happened to the characters * Determine how characters solve problems |
| RI.1.9:   * Describe texts that are read, using various points (e.g., pictures, descriptions, etc) * Identify the similarities and differences of two texts on the same topic * Use various points of comparison (e.g., pictures, descriptions, etc) |
| RL.1.10**.** With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | RI.1.10. With prompting and support, read informational texts at grade level complexity or above. | * Participate in reading activities, either in a group or independently * Articulate the purpose of the reading activities * Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | * Understand how a sentence is organized * Identify the first word of a sentence * Identify the capitalization used to begin the sentence * Identify the various types of end punctuation |
| 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.  RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.  RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | * Identify long and short vowel sounds in single syllable words * Produce the sound for each letter and blend to make a word * Take apart a word by sounds * Discern letter sounds at the beginning, middle, and end of words * Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words * Determine each phoneme of spoken one-syllable words |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.  RF.1.2.B. Orally produce single-syllable words by blending sounds  RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.  RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)  RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. | | * Identify digraphs in orally produced words * Produce the letters that make the sounds in words with digraphs * Use specific strategies to decode words with digraphs * Produce the letter sounds to make a one-syllable word * Identify irregularly spelled words when reading * Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding * Identify long and short vowels when reading one-syllable words * Accurately read both long and short vowels in common one-syllable words * Use specific strategies to decode words using syllables * Recognize the vowel sound in every syllable |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension.  RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | * Understand grade-level text when reading * Read grade-level text aloud, making minimal errors * Use an appropriate rate when reading aloud * Use appropriate expression and inflection when reading text aloud * Use appropriate self-correction strategies to read words and for understanding * Reread text to better understand what was read, when necessary |
| **Unit 3 Writing Standards** | | **Unit 3 Writing Critical Knowledge and Skills** |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | * Introduce the topic * Express an opinion on the topic * Include a reason to support the opinion * Include a closing statement or section |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | * Discern facts from opinion * Introduce a topic that is well known * Include some facts about a topic * Write a closing statement |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | | * Respond to adults’ and peers’ (conferences and writing partner) questions and suggestions * Reflect on writing and make changes * Add descriptive words and details * Recognize and correct spelling, grammar and punctuation errors |
| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | * Use technology to create and publish writing, with support when necessary * Use technology to collaborate with peers, with adult support when necessary |
| W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | | * Understand their role in the shared projects * Contribute to the project from beginning to end * Use graphic organizers to aid in collaboration |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | * Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions * Take notes on the key details of provided information * Read provided information to answer research questions and take notes * Recall from their own background knowledge to answer research questions |
| **Unit 3 Speaking and Listening Standards** | | **Unit 3 Speaking and Listening Critical Knowledge and Skills** |
| SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion. | | * Participate in variety of rich structured conversations about grade appropriate topics and texts * Follow agreed upon rules for listening to others and taking turns speaking about topics and texts * Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) * Use strategies to respond to the comments of others to build the conversation * Ask question(s) when confused during a discussion |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | * Ask and answer questions about a text read aloud or information through other media to better student understanding * Practice asking questions for clarification of key details * Actively listen to presented information to answer questions |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | * Use strategies for asking questions that are on a topic * Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | * Describe familiar people * Tell about familiar places * Describe memorable events * Explain familiar events * Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | * Add visuals in order to present detailed information to others * Construct drawings or gather other visual media when describing * Present information to others using appropriate visual displays to clearly express ideas |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | | * Express thoughts and feelings and ideas in complete sentences * Speak audibly to naturally express ideas |
| **Unit 3 Language Standards** | | **Unit 3 Language Critical Knowledge and Skills** |
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  L.1.1.F. Use frequently occurring adjectives.  L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  L.1.1.H**.** Use determiners (e.g., articles, demonstratives). | | * Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking * Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking * Identify different tenses of verbs in reading * Explain how verbs can express past, present, and future * Use verb tense to express past, present, and future in writing * Identify adjectives and explain their function in reading * Use common adjectives in writing * Identify conjunctions and explain their function in reading * Use common conjunctions in writing * Identify determiners and explain their function in reading * Use determiners in writing |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.1.2.A. Capitalize dates and names of people.  L.1.2.B. Use end punctuation for sentences.  L.1.2.C. Use commas in dates and to separate single words in a series.  L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | * Understand that dates and names are capitalized * Recognize proper nouns when reading and apply when writing * Apply knowledge of ending punctuation to writing * Recognize the comma * Explain the purpose and function of a comma * Apply rules for using commas in writing to dates and to single word series * Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation * Apply knowledge of phonemic awareness and spelling conventions to spell untaught words |
| L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.  L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.  L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | | * Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts * Explain the meaning of common affixes * Demonstrate accurate inflection when reading (reading a question vs. reading a statement) * Use knowledge of common affixes and inflection to understand words * Apply root words and their inflectional forms in reading, writing and speaking * Consistently decode words using the meaning of affixes root word, and inflection as a clue |
| L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). | | * Group words into categories that logically fit together * Explain why the words belong in a group * Identify attributes of words put into categories * Use the attribute to extend the definition of categorized words * Use and understand words that are rich in meaning in reading, speaking, and writing * Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing |
| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | * Use vocabulary accurately in speaking and writing * Demonstrate using conjunctions in speaking and writing * Listen, share and read a variety of texts * Use new words and phrases when writing, reading and responding to texts |

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| **Unit 3** | | | |
| **Learning Goals** | | **Suggested Activities** | |
| ***Reading***   1. Recognize and identify fairytales and folktales compared to traditional fiction stories. 2. Compare and contrast different versions of the same story or topic. 3. Identify the moral or lesson of the story (central message, main idea) 4. Describe the point of view of a character and how it made the story change (e.g. fractured fairy tales) 5. Use appropriate expression for character dialog and changes in text format (e.g. bold font, all capitals, changes in font size) | | ***Reading***   1. Revisit and continue to practice decoding strategies taught in Unit 2 and apply to fairytale and folktales. 2. Revisit and continue to practice comprehension strategies (retelling, predictions, previewing, making connections, asking and answering questions) introduced in Unit 2 and apply to fairytales and folktales. 3. Introduce, model and practice higher-level comprehension strategies (main idea and details, character analysis) (exampbles listed are from The Next Step Forward in Guided Reading by: Jan Richardson - Chapter 7    1. Identifying Main Ideas and Details (fiction)       1. Very Important Part (V.I.P.)    2. Analyzing Characters       1. Track a Characters Feelings       2. Evidence of Character Traits       3. Who- What-Why       4. Who-What-Why       5. Action Motivation Chart    3. Analyzing Relationships       1. Compare and Contrast with Yellow Questions | |
| ***Writing (opinion)***   1. Write an opinion piece focused on a clearly stated opinion or a topic including reasons/facts supporting the opinion, linking words to connect ideas and a closing sentence (e.g. Collective Critique, Persuasive Review, Book Review) 2. Use proper pronouns when writing. 3. use a variety of digital tools to produce and publish writing. 4. Add details to writing during revision process with teacher support. 5. Use a Writer’s checklist for:    1. Capitalize proper nouns and first letter in a sentence    2. Choose correct ending marks    3. spaces between words 6. Students will use knowledge of known spelling patterns to write unknown words (invented spelling). 7. Editing: ending punctuation, comma, capitalization, spacing | | ***Writing (Opinion)***  **Teacher Create Mentor Texts:** [Persuasive](https://drive.google.com/file/d/1-eQsAj5rvivHQd-k1EO_7c0kqbdJtKR_/view?usp=sharing)  **Suggested Minilessons**   * *What is an opinion? (facts vs. opinions)* * *Would you rather? Writers can share their opinions and give a couple of examples of why we feel a certain way about something (introduce by playing the game “would you rather?” and have students share their reasons for their opinions* * *Starting our opinions. Writers state/write their opinions and give reasons for it, then we re-state our opinion to conclude our writing.* * *Reasons and examples. Writers support their opinions with reasons with specific examples (e.g. In my opinion no one should go to Disney World (opinion). It is too hot in Disney world! (reason) I went last year and it was so sweaty and uncomfortable. (example)* * *Closing statement. Writers conclude their writing by restating their opinions.* * *Writers check our work to make sure their sentences make sense and are persuasive (revising)* * *Writers use a checklist to make sure their writing is as strong as it can be by checking every part (editing)* * *Let me persuade you. Writers write review about different things to help convince others*   **Sample Writing Topics**   * *Which season is the best?* * *Dogs v.s. Cats?* * *My favorite book* * *Choosing a field trip* * *Convincing parents to not make you do chores anymore* * *The best recess game* * *Fruits or Vegetables?*   [**Suggested Anchor Chart**](https://docs.google.com/document/d/1rhsd3KTkXGz7xp3NjrsT5Y7_QE6kfLoxby5jOWjcDZU/edit?usp=sharing)   * OREO * Facts vs. Opinions * Ways to state our opinions | |
| ***Language***   1. Identify and define conjunctions 2. Use a conjunction to connect a word pair 3. Connect a sentence with a comma and a conjunction to make a compound sentence 4. Identify and define prepositions 5. Complete sentences with appropriate determiners 6. Identify and create a root word and inflectional ending (Read words with inflectional endings-ed, -ing, -er, -s, -est) 7. Demonstrate understanding of word relationships and nuances in word meanings 8. Identify pronouns within a sentence 9. Match pronouns to the relevant noun or proper noun and possessive nouns to a picture showing ownership of an object 10. Generate, write and apply a possessive noun to show ownership in a phrase or sentence and other various writing activities 11. Differentiate possessive nouns from a plural ending | | ***Language***   1. Write the room activities 2. Sorting 3. Play games (scoot, kaboom) 4. I have, who has 5. Think/Pair/Share 6. Turn and Talk 7. Matching Activities (Mingle around the room to find the match) 8. Class created anchor chart 9. Cut and order sentences | |
| ***Word Study/Phonics***   1. Identify and spell words with r controlled vowel patterns with support from the teacher 2. Identify and spell words with the CVCe pattern 3. Identify words with the long vowel sounds/patterns 4. Compare and contrast short and long vowel sounds 5. Students will identify and spell known high frequency words 6. Students will use knowledge of long vowel patterns and r-controlled vowels to write unknown words (invented spelling) 7. Decode two syllable words following basic patterns by breaking words into multiple syllables | | ***Word Study/Phonics***   1. Weekly spelling tests 2. Phonics games and activities 3. Expanding word wall by adding new words 4. Picture and word sort activities | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Journeys Lesson assessments (spelling/phonics)  Dictation Tests  High Frequency Word Reading  Words Their Way  **Student Samples:** [Persuasive Writing](https://drive.google.com/file/d/106xXKWpl_apD-GtVg_iqgatze5h6Y_BW/view?usp=sharing) **Student Samples:** [Persuasive Writing](https://drive.google.com/file/d/106xXKWpl_apD-GtVg_iqgatze5h6Y_BW/view?usp=sharing) | | DRA2 Midyear assessment  MAP ELA Assessment  LinkIt  <https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf>  (username:model; password:curriculum)Journeys Unit 3 Benchmark  Unit 3 Curricular Framework | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| **Marzano Proficiency Scales**  4- Advanced: Advanced understanding and application of the standard  3- Achieving: Consistently applies skills independently  2- Developing: Progressing towards independent application of skills  1- Beginning: Early stages of development; needs assistance | | **Student Samples:** [Persuasive Writing](https://drive.google.com/file/d/106xXKWpl_apD-GtVg_iqgatze5h6Y_BW/view?usp=sharing)  Objectives:  Write informative texts  Generate research topics and questions.  Gather information from relevant sources to answer questions  Participate in shared research and writing projects.  Animal Research, students pick and research an animal to create a nonfiction text  **W.1.2, W.1.7, W.1.8** | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| **Barrington/Lawnside**  Journey’s Lesson: 15-23  **Suggested Mentor Text for Unit**  *Tacky the Penguin; March of the Penguins by Luc Jacquet*  *Liftoff,” by Carmen Bredeson*  *Slithery and Slimy \*reading a-z\**  *“Snow: What is the Weather,” by Andy Owen; “Animals Nobody Loves,” by Seymour Simons*  *Hello, Hello by Miriam Schlein*  *The Crayon Box that Talked*  *A Bad Case of Stripes by David Shannon*  [Additional Suggested Text](https://docs.google.com/document/d/1ixAwYlHNhXWkIQLXeM__An8XjyC47UUNQZTWA2Ln_iI/edit) | | **Online Resources:**   * [*Think Central*](http://www.k6.thinkcentral.com) *(Journey’s Online Resources)* * [*HubbardsCupboard.org*](http://hubbardscupboard.org) * [*BrainPOP Jr.*](http://brainpopjr.com) * [*ReadWorks*](https://www.readworks.org/) * *Scholastic News* * Reading A-Z * [Primary Writing Paper Templates](https://drive.google.com/file/d/1-O8P5YUylZUZqbbFPkbC4VrFvaJ7c3Kw/view?usp=sharing)   **Text Resources:**   * Lucy Calkins Units of Study * *The Next Step Forward in Guided Reading* By: Jan Richardson * Sonday Program * Words Their Way * Super Kids * Fountas and Pinnell Phonics Program | |
| **District/School Writing Tasks** | | | |
| **Primary Focus:**   * Shared research writing * Opinion writing | **Secondary Focus:**  Use singular and plural nouns with matching verbs in basic sentences  Use personal, possessive, and indefinite pronouns  Use verbs to convey a sense of past, present, and future  Use frequently occurring adjectives.  Use frequently occurring conjunctions  Use determiners  Capitalize dates and names of people.  Use end punctuation for sentences.  Use commas in dates and to separate single words in a series.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  Use sentence-level context as a clue to the meaning of a word or phrase.  Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.  Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships | | **Routine Writing:**  Journal Writing  Writing choice/activities during Daily 5. |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  (Click on the text above; it is linked to the state website where the information needed for this section can be found) | | | |
| **Social Studies** | **Math** | | **Science** |
| 6.1.P.D.3: Express individuality and cultural diversity (e.g., through dramatic play). | 1.MD.C.4 Represent and interpret data. | | 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted |
| **21st Century Skills/Careers** | **Technology** | | **World Language** |
| CRP5. Consider the environmental, social and economic impacts of decisions.  CRP7. Employ valid and reliable research strategies.  CRP12. Work productively in teams while using cultural global competence. | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  Small Group  Direct Instruction  Write in Readers  Sonday Program  Simon SIO  Fundations  Leveled Text | **English Language Learners**  **Curious About Words**  Labeling  Small Group  Leveled Text  Programming for qualified students | | **Students at Risk for Failure**  Small group  Direct Instruction  Sonday Program  Journey Intervention  Leveled text  RTI process |
| **Gifted and Talented Students**  Qualified programming  Extension projects/tasks  Leveled Text  Leadership Role | **Students with a 504 Plan**  Small group  DIrect Instruction  Shortened Assignments  Sonday Program  Journeys Intervention  Leveled Text  RTI Process | |  |
| **Unit Duration: Instructional Days** | | | |
| 42 days | | | |

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| **Unit 4** **Grade 1** | | |
| **Unit 4 Reading Standards** | | **Unit 4 Reading Critical Knowledge and Skills** |
| RL.1.1**.** Ask and answer questions about key details in a text. | RI.1.1. Ask and answer questions about key details in a text. | * Understand what key details are * Determine what key details are in a text * Recall key details of texts * Ask and answer questions about key details * Ask and prompt who, what where, when, why and how regarding details of a text * Answer when prompted and use key details from the text * Ask and answer questions about key details, with support |
| RL.1.2**.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. | RI.1.2. Identify the main topic and retell key details of a text. | RL.1.2:   * Identify the key details of a story * Retell stories in their words capturing the key details * Explain the story’s central idea or message |
| RI.1.2:   * Identify the key details of a text * Retell texts in their own words capturing the key details * Identify the main topic of the text |
|  | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | * Identify the key people, events, ideas, or information in a text * Explain how two individuals, events, ideas or pieces of information are linked |
| RL.1.4**.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | RL.1.4:   * Recognize feeling words and phrases in texts * Recognize sensory words texts * Describe what feeling or sense the words and phrases are appealing to |
| RL.1.7.Use illustrations and details in a story to describe its characters, setting, or events. | RI.1.7.Use illustrations and details in a text to describe its key details. | RL.1.7:   * Interpret illustrations to develop a better understanding of the story * Identify an illustration that helps to describe the character, setting, events * Explain how illustrations describe important story elements * Describe story elements using story details |
| RI.1.7:   * Interpret illustrations to develop a better understanding of the text * Identify an illustration that helps describe the key details * Explain how illustrations describe important key details * Describe a text using the details |
|  | RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. | * Identify the key points an author is making in a text * Recognize the author’s reasoning by finding support within the text * Explain how this information is useful, with scaffolding, as needed |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | RL.1.9:   * Identify the characters in stories * Describe characters’ experiences in the stories * Identify similarities and differences in characters’ experiences in stories * Identify similarities and differences in what happened to the characters * Determine how characters solve problems |
| RI.1.9:   * Describe texts that are read, using various points (e.g., pictures, descriptions, etc) * Identify the similarities and differences of two texts on the same topic * Use various points of comparison (e.g., pictures, descriptions, etc) |
| RL.1.10**.** With prompting and support, read and comprehend stories and poetry at grade level complexity or above. | RI.1.10. With prompting and support, read informational texts at grade level complexity or above. | * Participate in reading activities, either in a group or independently * Articulate the purpose of the reading activities * Model and develop engaging reading habits that lead to reading increasingly complex texts independently |
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | * Understand how a sentence is organized * Identify the first word of a sentence * Identify the capitalization used to begin the sentence * Identify the various types of end punctuation |
| 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.  RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.  RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | * Identify long and short vowel sounds in single syllable words * Produce the sound for each letter and blend to make a word * Take apart a word by sounds * Discern letter sounds at the beginning, middle, and end of words * Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words * Determine each phoneme of spoken one-syllable words |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.  RF.1.2.B. Orally produce single-syllable words by blending sounds  RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.  RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)  RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. | | * Identify digraphs in orally produced words * Produce the letters that make the sounds in words with digraphs * Use specific strategies to decode words with digraphs * Produce the letter sounds to make a one-syllable word * Identify irregularly spelled words when reading * Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding * Identify long and short vowels when reading one-syllable words * Accurately read both long and short vowels in common one-syllable words * Use specific strategies to decode words using syllables * Recognize the vowel sound in every syllable |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension.  RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | * Understand grade-level text when reading * Read grade-level text aloud, making minimal errors * Use an appropriate rate when reading aloud * Use appropriate expression and inflection when reading text aloud * Use appropriate self-correction strategies to read words and for understanding * Reread text to better understand what was read, when necessary |
| **Unit 4 Writing Standards** | | **Unit 4 Writing Critical Knowledge and Skills** |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | * Introduce the topic * Express an opinion on the topic * Include a reason to support the opinion * Include a closing statement or section |
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | * Tell events in a sequence * Describe events using details * Use sequence words to show order of events (e.g., now, when, then) * End with a closing sentence |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | | * Respond to adults’ and peers’ (conferences and writing partner) questions and suggestions * Reflect on writing and make changes * Add descriptive words and details * Recognize and correct spelling, grammar and punctuation errors |
| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | * Use technology to create and publish writing, with support when necessary * Use technology to collaborate with peers, with adult support when necessary |
| W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | | * Understand their role in the shared projects * Contribute to the project from beginning to end * Use graphic organizers to aid in collaboration |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | * Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions * Take notes on the key details of provided information * Read provided information to answer research questions and take notes * Recall from their own background knowledge to answer research questions |
| **Unit 4 Speaking and Listening Standards** | | **Unit 4 Speaking and Listening Critical Knowledge and Skills** |
| SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion. | | * Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) * Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) * Ask question(s) when confused about a discussion |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | * Ask and answer questions about a text read aloud or information through other media to better student understanding * Practice asking questions for clarification of key details * Actively listen to presented information to answer questions |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | * Use strategies for asking questions that are on a topic * Use strategies for understanding and answering questions asked of them |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | * Describe familiar people * Tell about familiar places * Describe memorable events * Explain familiar events * Report facts and details about experiences feelings and emotions |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | * Add visuals in order to present detailed information to others * Construct drawings or gather other visual media when describing * Present information to others using appropriate visual displays to clearly express ideas |
| SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | | * Express thoughts and feelings and ideas in complete sentences * Speak audibly to naturally express ideas |
| **Unit 4 Language Standards** | | **Unit 4 Language Critical Knowledge and Skills** |
| L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  L.1.1.F. Use frequently occurring adjectives.  L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  L.1.1.H. Use determiners (e.g., articles, demonstratives).  L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).  L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | * Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking * Identify different tenses of verbs in reading * Explain how verbs can express past, present, and future * Use verb tense to express past, present, and future in writing * Identify adjectives and explain their function in reading * Use common adjectives in writing * Identify conjunctions and explain their function in reading * Use common conjunctions in writing * Identify determiners and explain their function in reading * Use determiners in writing * Identify and explain the purpose of prepositions in reading * Use prepositional words in writing * Demonstrate sentence variety in speaking and writing |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.1.2.A. Capitalize dates and names of people.  L.1.2.B. Use end punctuation for sentences.  L.1.2.C. Use commas in dates and to separate single words in a series.  L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | * Understand that dates and names are capitalized * Recognize proper nouns when reading and apply when writing * Apply knowledge of ending punctuation to writing * Apply rules for using commas in writing to dates and to single word series * Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation * Apply knowledge of phonemic awareness and spelling conventions to spell untaught words |
| L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.  L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.  L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | | * Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts * Explain the meaning of common affixes * Demonstrate accurate inflection when reading (reading a question vs. reading a statement) * Use knowledge of common affixes and inflection to understand words * Apply root words and their inflectional forms in reading, writing and speaking * Consistently decode words using the meaning of affixes root word, and inflection as a clue |
| L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).  L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | | * Use and understand words that are rich in meaning in reading, speaking, and writing * Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing * Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives |
| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | * Use vocabulary accurately in speaking and writing * Demonstrate using conjunctions in speaking and writing * Listen, share and read a variety of texts * Use new words and phrases when writing, reading and responding to texts |

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| **Unit 4:** | | | |
| **Learning Goals** | | **Suggested Activities** | |
| ***Reading (Fables/Fairy Tales/Folktales)***   1. Recognize and identify fairy tales, folktales and fables compared to traditional fiction stories. 2. Compare and contrast different versions of the same story or topic. 3. Identify the moral or lesson of the story (central message, main idea) 4. Describe point of view of a characters and how it made the story change (e.g. fractured fairy tales). 5. Use appropriate expression for character dialog and changes in text format (e.g. bold font, all capitals, changes in font size)   ***Reading (Poetry: can be implemented throughout the year)***   1. Develop an understanding/appreciation of various types of poems. 2. Explain that poems can look different than other forms of text. 3. Read with sufficient accuracy and fluency to support comprehension. 4. Understand how the poet’s choice of words and phrases affects the meaning of songs and poems . 5. Identify descriptive words. 6. Participate in choral reading of poems to increase fluency and expression. | | ***Reading (Fables/Fairy Tales/Folktales)***   1. Revisit and continue to practice decoding strategies taught in Unit 1 and apply to fairy tales, folktale and fables. 2. Revisit and continue to practice comprehension strategies (retelling, predictions, previewing, making connections, asking and answering questions) introduced in Unit 1 and apply to fairy tales, folktales and fables. 3. Introduce, model and practice higher-level comprehension strategies (main idea and details, character analysis, author’s message/purpose) *(examples listed are from the The Next Step Forward in Guided Reading By: Jan Richardson (Chapter 7))*    1. Identifying Main Idea and Details (fiction)       * Very Important Part (V.I.P)    2. Analyzing Characters       * Track a Character’s Feelings       * Evidence of Character Traits       * Action-Motivation Chart    3. Analyzing Relationships       * Compare and Contrast with Yellow Questions   ***Reading (Poetry: can be implemented throughout the year)***   1. Introduce students to various types of poems. 2. Model and practice brainstorming using five senses to describe simple objects/seasons/events 3. Use five senses and descriptive words to create simple poems to read as a class and as an independent writing activity. 4. Create simple rhyming poems as a class and as independent writing activities | |
| ***Writing (Realistic Fiction)***   1. Write an interesting story including:    1. Characters    2. Setting    3. Plot    4. Problem/Solution    5. Dialog 2. Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults/peers. 3. Add details to story during revision process independently and with teacher/peer support. 4. Use a Writer’s checklist for:    1. Capitalize proper nouns and first letter in a sentence    2. Choose correct ending marks    3. spaces between words    4. writing left to right    5. Story elements 5. Students will use knowledge known spelling patterns to write unknown words 6. Editing: ending punctuation, comma, spacing   ***Writing (Poetry: can be implemented throughout the year)*** | | ***Writing (Realistic Fiction):*** [***Sample teacher created mentor text***](https://drive.google.com/file/d/11rnkkLVZjX1NR8-UYaKLobKXV4uux8IF/view?usp=sharing)  **Suggested Mini-Lessons**   * What is realistic fiction:Writers read and listen to examples of fiction to notice what they might include in their own stories. * Writers make a list of problems that have happened to them, could happen in real life, or problems they notice in realistic fiction books. * Writers create characters who are like themselves or someone they know. * Writers notice problems that occur in books that they can use in their stories. * Writers include a problem that gets worse and worse before it gets solved * Writers rehearse their stories orally before writing. * Writers stretch their story across pages by touching and telling the story on each page. * Writers can plan their stories by telling it to a partner before they write. * Writers stretch out a story across pages to fill a whole book. * Writers choose a piece they would like to revise, edit, and share with others. * Writers include actions to show their characters’ problems and/or feelings. * Writers can add more to their stories to make it more interesting:   + Feelings or thoughts.   + Dialogue.   + Action.   + Details in pictures. * Writers go back and reread their story to make sure the story makes sense and take out parts that don’t make sense * Writers revise by trying out a different beginnings (leads).   + Dialogue - “Oh! What pretty flowers! I’m going to hop off my bike to get a closer look.”   + Setting the Scene – “It was the first day of their beach vacation. Sarah was excited to build a sandcastle.”   + Action- “Jose zoomed down the path on his bike. He was trying to reach Anton’s house before it got dark.”   + Character-“Mr. Bud had it pretty good.” * Writers share their writing with others to help them revise. * Writers edit their drafts for ending punctuation. * Writers edit their drafts for correct spelling. * Writers share their published writing with their audience in class celebrations.   [**Suggested Anchor Charts**](https://docs.google.com/document/d/1rhsd3KTkXGz7xp3NjrsT5Y7_QE6kfLoxby5jOWjcDZU/edit?usp=sharing)   * What is realistic fiction? * Story elements * Writing series stories   ***Writing (Poetry: can be implemented throughout the year)***  ***-See suggested activities in Reading (poetry)*** | |
| ***Language***   1. Identify unknown words in a passage 2. Describe what a context clue is and how to find them in passages (read on, reread, look for helpful words) 3. Use context clues to figure out the meaning of unknown words in reading passages 4. Use word parts to figure out the meaning of unknown words 5. Identify the following prefixes within a word: un, re, dis, pre 6. Generate a definition for the following prefixes: un, re, dis, pre and apply them to create new word meaning to root words (example – define happy – add prefix un to the word – define unhappy and how the prefix changed the meaning) 7. Identify the following suffixes within a word: Ful, less 8. Generate a definition for the following prefixes: full less, and apply them to create new word meaning to root words 9. Identify sentences with various meanings (telling, commanding, asking, and exclaiming) and match proper punctuation to each sentence 10. Generate a:     1. declarative sentence (telling) with **proper punctuation**     2. commanding sentence (imperative) with **proper punctuation**     3. asking sentence (interrogative) with **proper punctuation**     4. imperative sentence (commanding) with **proper punctuation** | | ***Language***   1. Class generated anchor chart 2. Flip books 3. Academic games (bump, scoot) 4. Create expand a word chart 5. Matching prefixes and suffixes activities 6. Use task cards to identify sentences | |
| ***Word Study/Phonics***   1. Identify and spell words with beginning and ending blends and digraph patterns with support from the teacher 2. Students will identify and spell known high frequency words 3. Students will use knowledge of blend and digraph sounds/letter clusters to write unknown words (invented spelling) 4. Identify, read, and write contractions: is, will, are, not, am, have, had 5. Identify frequently occuring root words and their inflectional forms (e.g., look to looks) 6. Read words with plural endings | | ***Word Study/Phonics***   1. Weekly spelling lists 2. Phonics games and activities 3. Expanding word wall by adding new words 4. Picture and word sort activities | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| Journeys Lesson assessments (spelling/phonics)  Dictation Tests  High Frequency Word Reading  Word Study Assessment | | DRA2 assessment  MAP ELA assessment  Journeys Unit 5 Benchmark  [ttps://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf](https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf)  (username:model; password:curriculum) | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| **Marzano Proficiency Scales**  4- Advanced: Advanced understanding and application of the standard  3- Achieving: Consistently applies skills independently  2- Developing: Progressing towards independent application of skills  1- Beginning: Early stages of development; needs assistance | | **Award Speech**  Objectives: Write informative texts.  Participate in shared research and writing projects.  Follow rules for discussions.  Choose a favorite book character and design an award. Create a speech and present to the class.  (W.1.2, W.1.7, W.1.8, SL.1.1a) | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| **Barringon and Lawnside**  Journey’s Lessons 24-30  **Suggested Mentor Text for Unit**  The Lion and the Mouse; Whose Tracks are These? (both reading a-z books)  “Honestly, Little Red Riding Hood was Awful,” by Trisha Speed; the traditional story of Little Red Riding Hood  Bats Printable Book; “Stellaluna”  Poetry selection – My Neighbor’s Dog is Purple by Jack Pretlusky Poetry selection – The Spaghetti Challenge by Leslie D. Perkins  [Additional Suggested Text](https://docs.google.com/document/d/1ixAwYlHNhXWkIQLXeM__An8XjyC47UUNQZTWA2Ln_iI/edit) | | **Online Resources:**   * [*Think Central*](http://www.k6.thinkcentral.com) *(Journey’s Online Resources)* * [*HubbardsCupboard.org*](http://hubbardscupboard.org) * [*BrainPOP Jr.*](http://brainpopjr.com) * [*ReadWorks*](https://www.readworks.org/) * *Scholastic News* * Reading A-Z * [Primary Writing Paper Templates](https://drive.google.com/file/d/1-O8P5YUylZUZqbbFPkbC4VrFvaJ7c3Kw/view?usp=sharing)   **Text Resources:**   * Lucy Calkins Units of Study * *The Next Step Forward in Guided Reading* By: Jan Richardson * Sonday Program * Words Their Way * Super Kids * Fountas and Pinnell Phonics Program | |
| **District/School Writing Tasks** | | | |
| **Primary Focus:**   * Opinion writing * Narrative writing | **Secondary Focus:**  Use personal, possessive, and indefinite pronouns  Use verbs to convey a sense of past, present, and future  Use frequently occurring adjectives.  Use frequently occurring conjunctions  Use determiners  Use frequently occurring prepositions  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  Use sentence-level context as a clue to the meaning of a word or phrase.  Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.  Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships | | **Routine Writing:**  Journal Writing  Writing choice/activities during Daily 5. |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  (Click on the text above; it is linked to the state website where the information needed for this section can be found) | | | |
| **Social Studies** | **Math** | | **Science** |
|  | 1.MD.C.4 Represent and interpret data. | | 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. |
| **21st Century Skills/Career Education** | **Technology** | | **World Language** |
| CRP12. Work productively in teams while using cultural global competence. | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.  7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  Small Group  Direct Instruction  Write in Readers  Sonday Program  Simon SIO  Fundations  Leveled Text | **English Language Learners**  **Curious About Words**  Labeling  Small Group  Leveled Text  Programming for qualified students | | **Students at Risk for Failure**  Small group  Direct Instruction  Sonday Program  Journey Intervention  Leveled text  RTI process |
| **Gifted and Talented Students**  Qualified programming  Extension projects/tasks  Leveled Text  Leadership Role | **Students with a 504 Plan**  Small group  DIrect Instruction  Shortened Assignments  Sonday Program  Journeys Intervention  Leveled Text  RTI Process | |  |
| **Unit Duration: Instructional Days** | | | |
| 42 days | | | |