

<b>Grade Level: 1</b>	<b>Content Area: ELA</b>
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<b>Long Beach Island Consolidated School District</b> <b>English Language Arts</b> <b>Curriculum</b>	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 1
Instructional Materials: "Journeys" (Houghton Mifflin Harcourt)	
<b>UNIT 1:</b> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Phonics, Phonemic Awareness, Word Study/Vocabulary, Opinion Writing (evidence-based), Constructive Response, Speaking & Listening	<b>30 days</b>
<b>UNIT 2:</b> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response	<b>45 days</b>
<b>UNIT 3:</b> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Shared Reading, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response, Shared Writing	<b>30 days</b>
<b>UNIT 4:</b> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Shared Reading, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response, Shared Writing	<b>30 days</b>

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<b>UNIT 5:</b> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Shared Reading, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response, Shared Writing	<b>45 days</b>
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Long Beach Island Consolidated School District ENGLISH LANGUAGE ARTS CURRICULUM Unit 1 Overview
<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 1
<b>Target Course / Grade Level:</b> Integrated English Language Arts / 1st Grade
<b>Unit Summary:</b>  <p><b>Unit 1:</b> This unit will encompass reading from a multitude of genres to include fiction, non-fiction, and poetry. Students will read closely to identify tricky words within text to establish meaning. Students will transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.</p> <p><b>Interdisciplinary Connections:</b></p> <p><b>Social Studies</b>  <b>SOC.6.1.P.A.1</b> Demonstrate an understanding of rules by following most classroom routines.  <b>SOC.6.3.4.A.1</b> Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).  <b>SOC.6.1.4.A.9</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).  <b>SOC.6.1.4.A.10</b> Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>Science</b>  Students participate in shared research. Students could create books that describe and illustrate observations.</p> <p><b>21st Century Life and Careers:</b>  These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.  <b>CAEP.9.2.4.A.2:</b> Identify various life roles and civic and work - related activities in the school, home, and community  <a href="https://www.state.nj.us/education/cccs/2014/career/">https://www.state.nj.us/education/cccs/2014/career/</a></p>

**Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

**Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

**Unit 1 Learning Targets****NJSLS:**

<b>RL</b>	<b>(Reading Literature)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	1.1 1.2 1.4 1.6 1.7 1.9 1.10
<b>RF</b>	<b>(Reading Foundational)</b>	1.1 1.2 1.3
<b>W</b>	<b>(Writing)</b>	1.1 1.5 1.6 1.8
<b>SL</b>	<b>(Speaking and Listening)</b>	1.1 1.2 1.3 1.4 1.5 1.6
<b>L</b>	<b>(Language)</b>	1.1 1.2 1.4 1.5 1.6

**Content Statements:****Phonics:**

- Throughout the five units of study students will practice letter names, letter sounds, consonant blends, digraphs, vowel teams, as well as other phonics rules appropriate for the grade 1 level.
- During Unit 1 the phonics skills students will focus on are: short vowels (a, e, i, o, u); consonant digraphs (sh, th, ch, wh); compound words, 'flossy' letters (ff, ll, ss, zz); open/closed syllables; syllable division; r blends; two letter blends
- Students will also study words that cannot be sounded out phonetically and do not follow any particular phonemic rule.
- During Unit 1 the red words students will focus on are: and, with, you, said, of, was, his, her, or, very, what, how, your, do, from, here, as, love

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**Reading:**

- All students will read from a multitude of genres to include fiction, non-fiction, and poetry.
- All students will read closely to identify tricky words within text to establish meaning.
- All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:**

- Students will transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.

**Speaking:**

- All students will collaborate and share feedback about what they read and write.

**Listening:**

- All students will listen actively to information from their peers and different audiences.

**Viewing and Media Literacy:**

- All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Standard #	New Jersey Student Learning Standards for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in a story.

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RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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.
RI.1.9	Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
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. <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>

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RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. (Beginning Unit 2)</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. (Beginning Unit 3)</li> <li>d. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>f. (Beginning Unit 3)</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
	<b>WRITING STANDARDS</b>
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.
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.
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.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
	<b>LANGUAGE STANDARDS</b>
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>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).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>(Beginning Unit 2)</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>(Beginning Unit 2)</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>(Beginning Unit 2)</li> <li>(Beginning Unit 2)</li> </ol>
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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	<ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).

<p><b>Unit 1 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does responsive-based literacy instruction and assessment build students with good reading habits?</li> <li>• How can I use leveled books to grow comprehension, stamina, and fluency?</li> <li>• How can I work with others to help me better understand what I read?</li> <li>• How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?</li> <li>• What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?</li> <li>• Am I building strong reading muscles and writing longer?</li> </ul>	<p><b>Unit 1 Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</li> <li>• Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.</li> <li>• Research is the process of gaining information from a variety of resources.</li> <li>• We use information to support our thinking.</li> <li>• We will enhance our learning by using many resources and by using technology.</li> <li>• Language is the way we communicate with each other and share ideas.</li> <li>• An understanding of Standard American English helps us understand what we read and what we hear.</li> <li>• Good listening and speaking skills help us better understand each other.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Listening and responding to what we hear develops our understanding and knowledge.</li> <li>• Through listening and speaking we will become clear and effective communicators.</li> <li>• Understanding a variety of media tools will help us better understand what we read, see, and hear.</li> <li>• The purpose of different forms of media is to influence our thinking in different ways.</li> <li>• We will use media to enhance our thinking and learning.</li> </ul>
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### **Unit Objectives:**

#### **Reading:**

- identify characters, setting, and main idea
- identify cover, title, author, illustrator of book
- use prior knowledge
- make predictions based on prior knowledge and preview of text.
- sequence the events of a story
- compare and contrast predictions: Support by answering "Why?"
- describe illustrations in a book
- recall information
- participate in an active discussion about a story.
- recognize fiction vs.fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- compare/contrast versions of the same story
- make connections to their lives or other stories.
- read aloud grade-level text w/ fluency and expression
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- compare/contrast versions of the same story.
- make connections to their lives or other stories.
- read aloud grade-level text w/ fluency and expression
- use crosscheck reading strategies
- use initial visual to solve unknown word

- repeat familiar phrase from a story, poem, or play using express.
- recognize a set of high frequency words

**Before Reading:**

- set a purpose for
- select appropriate reading materials.
- make predictions based on prior knowledge (schema) of the topic and the preview of the text
- generate questions
- preview text to establish an initial impression of what the unit will be about

**During Reading:**

- make text-to-self connections to
- be exposed to text-to-text connections
- rereading, read on, context clues, and substitute another word that makes sense, sounding out words decoding beginning sounds and word chunks.
- confirm/alter predictions based on evidence from the text
- generate and seek answers to questions(in the text, in your head, in another source)
- locate story details in the text to support logical predictions
- Visualize by creating images to represent the ideas in the text

**After Reading:**

- check for understanding making sure all questions have been answered
- revisit the text to respond to reading (orally and in writing)
- Readers are to think about and search the text and sometimes use personal knowledge to construct meaning beyond what is literally stated.
- Students will create their own perspectives and understanding from reflecting on the text.
- attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)

**Reading/Language/Vocabulary/Phonics:**

*\*Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking and listening.*

*In the area of Phonics students will:*

- know all uppercase and lowercase letters names and corresponding sounds
- track print
- know a word is a unit of meaning
- recognize that words are made up of a series of sounds recognize rhyming patterns and rhyming words - match words with same beginning/ending sound.
- identify (segments) sounds heard at beginning, middle, and end of a word - blend individual sounds to form a word.
- understand how a word is transformed when a sound is added, substituted, or removed
- recognize that spoken sounds are connected to letters in words written or read
- match spoken sounds to letters in print

- identify short vowel sounds: a, i, o, e, u
- identify consonant symbols and sounds
- recognize and apply knowledge of phonics to read unknown words
- recognize and read words with CVC pattern

*In the area of Vocabulary students will:*

- recognize a set of high frequency words
- read grade-level high frequency words with irregular spelling patterns

*In the area of Reading students will:*

- use word parts and patterns from known word or words to solve unknown words
- match correct word for object
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level
- use pictures/illustrations to solve unknown words
- demonstrate strong oral vocabulary
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text
- Introduce Daily 5 components: Read to Self, Read to Someone, Listen to Reading and Word Work

### **Writing/Spelling:**

*In the area of Sentence Structure students will:*

- differentiate between complete sentences and sentence fragments
- write from left to right, top to bottom

*In the area of Capitalization/ Punctuation students will:*

- capitalize first, last and all other important words in titles
- capitalize first word and punctuate end of sentence correctly in a sentence by introducing a sentence frame

*In the area of Spelling students will:*

- transition from unconventional to phonetic/ conventional writing
- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- use consonant sounds for phonetic spellings
- write first and last name
- produce and write beginning and ending sounds, and some medial sounds

*In the area of Narrative Writing students will:*

- choose a topic
- match writing to a picture
- share writing-generating ideas
- interact with others
- be introduced to concepts of ideas, conventions, and organization during Writing Workshop mini-lessons
- use spaces between words

- read own sentence
- use a variety of prewriting techniques
- edit with assistance for correct grammar, usage and mechanics
- create legible final drafts and share with an audience
- see a purpose for writing
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- use descriptive details that enable readers to create mental images
- demonstrate an understanding and awareness of the audience
- contribute to a class document that gives information about what was learned (science, social studies)
- contribute regularly to morning message, class letters
- contribute (in a shared writing) to a class set of directions
- label objects
- make lists
- demonstrate the ability to fill out basic information on a form

**Listening and Speaking:**

*In the area of Listening students will:*

- demonstrate active listening strategies:
  - make visual contact
  - ask questions of speaker
  - follow directions
  - respond to questions and clues
  - Body language indicates listening
  - focus on speaker and topic

*In the area of Speaking students will:*

- demonstrate strong oral vocabulary
- talk about words and word meanings every day as they are encountered in books and conversation
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
- make eye contact with the audience.

**Media:**

*In the area of Media students will:*

- use library
- learn that when information is needed, you can access it through books, internet, video, and people
- use title page to identify topic, author, illustrator, and/or photographer
- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- talk with resource person

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**English Language Arts Curriculum  
Evidence of Learning**

**Formative Assessments**

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Collaborative Discussions
- Scoring Rubrics

**Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Fountas & Pinell Benchmark Assessment System
- DRA-2
- Reading Assessment/Running Records
- End-of-Unit or Chapter Tests
- Oral Presentation

**Benchmark Assessments**

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- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

#### **Alternative Assessments**

- Showcase portfolio
- Reflective journals

#### **Modifications**

##### **English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group reading/writing instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

##### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- 

##### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

#### **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

#### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

#### • **Teacher Resources for ESL/SIOP/ELLs:**

- ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELL resources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
- ***ELL CAN DO Booklet*** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet.  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
- ***SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net*** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- ***TESOL (Teaching English to Speakers of Other Languages)*** - Professional organizations for ESL teachers. <http://www.tesol.org/>

- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

**Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Enrichment:**

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

**Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M



## Suggested Holocaust Resources

- A Picture Book of Anne Frank Adler, David A

**Interdisciplinary Connections:**

- Social Studies - Friendship, Thanksgiving, and Veteran's Day
- Health - Character Development

**Teachers should use mini-lessons and small groups to teach , demonstrate, and investigate the following strategies: [www.liketoread.com/strategylessons.html](http://www.liketoread.com/strategylessons.html)**

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to

form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid

Create and develop texts that include the following language conventions:

- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

**Resources:**

**Other Resources:**

[www.state.nj.us/education/cccs/2014/ss/standards.pdf](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)

<http://www.nextgenscience.org/next-generation-science-standards>

**Teacher Resources:**

**Reading**

<http://www.readingandwritingproject.com>

<http://www.ideportal.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml> <http://www.songsforteaching.com/kidzup/vowels.htm>

<http://www.abcfastphonics.com/long-short-vowels.html>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://www.thereadingladyonline.com/blog/>

<http://www.rif.org>

<http://www.fcrr.org>

<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - [Bridges to Strategic Reading](#)

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - [Comprehension for Understanding and Engagement](#)

*Reciprocal Teaching at Work* by Lori D. Oczkus - [Strategies for Improving Reading Comprehension](#)

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - [Power of Comprehension Strategy Instruction](#)

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing:**

<http://www.readingandwritingproject.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.poetry4kids.com/blog/lessons/poetry\\_writing\\_lessons/](http://www.poetry4kids.com/blog/lessons/poetry_writing_lessons/)

<http://www.imschools.org/images/files/menufiles/overview6Traits.pdf>

<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>

<http://www.writingfix.com/> <http://www.zoodles.com/free-online-kids-games/first-1st-grade>

<http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing

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Project and Carl Nagin
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<p style="text-align: center;"><b>Long Beach Island Consolidated School District</b> <b>ENGLISH LANGUAGE ARTS CURRICULUM</b> <b>Unit 2 Overview</b></p>
<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> Unit 2
<b>Target Course / Grade Level:</b> Integrated English Language Arts / 1st Grade
<p><b>Unit Summary:</b></p> <p><b><u>Unit 2:</u></b></p> <p>This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strengthen comprehension and fluency. Continued emphasis on evidence-based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.</p> <p><b>Interdisciplinary Connections:</b></p> <p><b>Social Studies</b></p> <p><b>SOC.6.1.P.A.1</b> Demonstrate an understanding of rules by following most classroom routines.</p> <p><b>SOC.6.3.4.A.1</b> Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p><b>SOC.6.1.4.A.9</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>SOC.6.1.4.A.10</b> Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>Science</b></p> <p>Students read informational texts to gather information. With adult guidance, they identify the main topic, retell key details from texts, and ask and answer questions about key details. Students should also participate in shared research and writing projects.</p> <p><b>21st Century Life and Careers:</b></p> <p>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</p> <p><b>CAEP.9.2.4.A.2:</b> Identify various life roles and civic and work - related activities in the school, home, and community</p> <p><a href="https://www.state.nj.us/education/cccs/2014/career/">https://www.state.nj.us/education/cccs/2014/career/</a></p>

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### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

### **Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

## **Unit 2 Learning Targets**

### **Content Standards:**

<b>RL</b>	<b>(Reading Literature)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RF</b>	<b>(Reading Foundational)</b>	1.1 1.2 1.3 1.4
<b>W</b>	<b>(Writing)</b>	1.1 1.2 1.3 1.5 1.6 1.7 1.8
<b>SL</b>	<b>(Speaking and Listening)</b>	1.1 1.2 1.3 1.4 1.5 1.6
<b>L</b>	<b>(Language)</b>	1.1 1.2 1.4 1.5 1.6

### **Content Statements**

#### **Phonics**

- Throughout the five units of study students will practice letter names, letter sounds, consonant blends, digraphs, vowel teams, syllabication as well as other phonics rules appropriate for the grade 1 level.
- During Unit 2 the phonics skills students will focus on are: r blends, 3 letter blends, l blends, s blends, w blends, and final t blends
- Students will also study words that cannot be sounded out phonetically and do not follow any particular phonemic rule.
- During Unit 2 the red words students will focus on are: been, does, done, eye, off, once, push, pull, they, about

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**Reading:**

- All students will read from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and poetry.
- All students will use word study strategies to strengthen comprehension and fluency
- All students will read closely to identify tricky words within text to establish meaning.
- All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:**

- All students will create evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.
- Students will transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.

**Speaking:**

- All students will collaborate and share feedback about what they read and write.

**Listening:**

- All students will listen actively to information from their peers and different audiences.

**Viewing and Media Literacy:**

- All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Standard #	New Jersey Student Learning Standards for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
RL.1.6	Identify who is telling the story at various points in a text.

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RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in a story.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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.
RI.1.9	Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by

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	<p>using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>Decode regularly spelled one-syllable words.</li> <li>(Beginning Unit 3)</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>(Beginning Unit 3)</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression, on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
	<b>WRITING STANDARDS</b>
W.1.1	<p>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.</p>
W.1.2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
W.1.3	<p>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.</p>



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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.
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.
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).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.
	<b>LANGUAGE STANDARDS</b>
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me,</li> </ul>

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	<p>my; they, them, their, anyone, everything).</p> <ul style="list-style-type: none"> <li>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).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</li> </ul>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>

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L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).
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<p><b>Unit 2 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does responsive-based literacy instruction and assessment build students with good reading habits?</li> <li>• How can I use leveled books to grow comprehension, stamina, and fluency?</li> <li>• How can I work with others to help me better understand what I read?</li> <li>• How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?</li> <li>• How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched?</li> <li>• How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well-defined conclusion?</li> <li>• What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?</li> <li>• Am I building strong reading muscles and writing longer?</li> <li>• How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative</li> </ul>	<p><b>Unit 2 Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</li> <li>• Effective readers use appropriate strategies as needed to construct meaning.</li> <li>• Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.</li> <li>• Research is the process of gaining information from a variety of resources.</li> <li>• We use information to support our thinking</li> <li>• We will enhance our learning by using many resources and by using technology.</li> <li>• Language is the way we communicate with each other and share ideas.</li> <li>• An understanding of Standard American English helps us understand what we read and what we hear.</li> <li>• Good listening and speaking skills help us better understand each other.</li> <li>• Listening and responding to what we hear develops our understanding and knowledge.</li> <li>• Through listening and speaking we will become clear and effective communicators.</li> </ul>
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Grade Level: 1	Content Area: ELA
<p>stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?</p>	<ul style="list-style-type: none"> <li>• Understanding a variety of media tools will help us better understand what we read, see, and hear.</li> <li>• The purpose of different forms of media is to influence our thinking in different ways.</li> <li>• We will use media to enhance our thinking and learning.</li> </ul>
<p><b>Unit Objectives:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• identify characters, setting, and main idea</li> <li>• identify cover, title, author, illustrator of book</li> <li>• identify the cause/effect as related to a story</li> <li>• identify the author's purpose for writing a story</li> <li>• use context clues to decode unknown words</li> <li>• use prior knowledge</li> <li>• make predictions based on prior knowledge and preview of text.</li> <li>• describe illustrations in a book <ul style="list-style-type: none"> <li>• recall information</li> </ul> </li> <li>• participate in an active discussion about a story.</li> <li>• monitor for meaning when reading by using pictures.</li> <li>• use picture letter cues as reading strategies</li> <li>*respond to stories orally</li> <li>*retell or act out a story using beginning, middle, and end.</li> <li>• participate in shared and independent reading activities.</li> <li>• identify a variety of genres (fiction, nonfiction, poetry, folklore)</li> <li>• make connections to their lives or other stories.</li> <li>• read aloud grade-level text w/ fluency and expression</li> <li>• use crosscheck reading strategies</li> <li>• use initial visual to solve unknown word</li> <li>• repeat familiar phrase from a story, poem, or play using express.</li> <li>• recognize a set of high frequency words • use crosscheck reading strategies</li> <li>• use initial visual to solve unknown word</li> <li>• repeat familiar phrase from a story, poem, or play using express.</li> </ul> <p><b>Before Reading:</b></p> <ul style="list-style-type: none"> <li>• set a purpose</li> <li>• select appropriate reading materials.</li> <li>• make predictions based on prior knowledge (schema) of the topic and the preview of the text</li> <li>• generate questions</li> <li>• preview text to establish an initial impression of what the book is about</li> </ul> <p><b>During Reading:</b></p> <ul style="list-style-type: none"> <li>• make text-to-self connections to</li> <li>• be exposed to text-to-text connections</li> <li>• introduced to text-to-world connections.</li> </ul>	

- rereading, read on, context clues, and substitute another word that makes sense, sounding out words decoding beginning sounds and word chunks.
- confirm/alter predictions based on evidence from the text
- understand and analyze character traits, setting • generate and seek answers to questions (in the text, in your head, in another source)
- locate story details in the text to support logical predictions
- Visualize by creating images to represent the ideas in the text

**After Reading:**

- check for understanding making sure all questions have been answered
- revisit the text to respond to reading (orally and in writing)
- Readers are to think about and search the text and sometimes use personal knowledge to construct meaning beyond what is literally stated.
- Students will create their own perspectives and understanding from reflecting on the text.
- attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)

**Reading/Language/Vocabulary:** *\*Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking and listening.*

**In the area of Phonics students will:**

- recognize rhyming patterns and rhyming words. - identify (segments) sounds heard at beginning, middle, and end of a word.
- blend individual sounds to form a word.
- understand how a word is transformed when a sound is added, substituted, or removed
- recognize that spoken sounds are connected to letters in words written or read
- match spoken sounds to letters in print
- identify short vowel sounds: a, i, o, e, u
- recognize and apply knowledge of phonics to read unknown words
- recognize and read words with CVC pattern
- decode and identify words with -ck ending
- decode and identify words with double consonant endings: -ss, -ll, -ff, -zz

**In the area of Vocabulary students will:**

- recognize a set of high frequency words
- read grade-level high frequency words with irregular spelling patterns

**In the area of Reading students will:**

- use word parts and patterns from known word or words to solve unknown words
- match correct word for object
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level
- use pictures/illustrations to solve unknown words
- demonstrate strong oral vocabulary
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text

- uses context clues to determine word meanings

***In the area of Capitalization/ Punctuation students will:***

- capitalize first, last and all other important words in titles
- capitalize first word and punctuate end of sentence correctly in a declarative or interrogative sentence by using sentence frames

***In the area of Spelling students will:***

- transition from unconventional to phonetic/ conventional writing
- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds

***In the area of Narrative Writing students will:***

- choose a topic
- match writing to a picture
- share writing-generating ideas
- interact with others
- be introduced to concepts of ideas, conventions, and organization during Writing Workshop mini-lessons
- use spaces between words
- read own sentence
  - use a variety of prewriting techniques
- edit with assistance for correct grammar, usage and mechanics
- write first drafts and revise by adding supporting details and ideas
- create legible final drafts and share with an audience
- see a purpose for writing
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- use descriptive details that enable readers to create mental images
- demonstrate an understanding and awareness of the audience
- contribute to a class document that gives information about what was learned (science, social studies)
- contribute regularly to morning message, class letters
- contribute (in a shared writing) to a class set of directions
- label objects
- make lists
- demonstrate the ability to fill out basic information on a form

**Listening and Speaking:*****In the area of Listening students will:***

- demonstrate active listening strategies
- make visual contact
- ask questions of speaker
- follow directions
- respond to questions and clues
- Body language indicates listening
- focus on speaker and topic

**Grade Level: 1**

**Content Area: ELA**

***In the area of Speaking students will:***

- demonstrate strong oral vocabulary
- talk about words and word meanings every day as they are encountered in books and conversation
  - speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
  - make eye contact with the audience.

**Media:**

***In the area of Media students will:***

- use library
- learn that when information is needed, you can access it through books, internet, video, and people
- use title page to identify topic, author, illustrator, and/or photographer
- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- talk with resource person

**Long Beach Island Consolidated School District  
ENGLISH LANGUAGE ARTS CURRICULUM  
Evidence of Learning**

**Formative Assessments**

- |                               |                             |
|-------------------------------|-----------------------------|
| • Journal                     | • Running Records           |
| • Class Discussion            | • Presentations             |
| • Teacher Observations        | • Visual Representations    |
| • Do-Nows                     | • Kinesthetic Assessments   |
| • Literary Projects           | • Learning/Response Logs    |
| • Sight Word Assessment       | • Presentations             |
| • Graphic Organizers          | • Visual representations    |
| • Literature Discussion       | • Kinesthetic Assessments   |
| • Literature Responses        | • Individual Whiteboards    |
| • Questioning                 | • Pre-Assessments           |
| • Writer's Notebook           | • Writing Workshop          |
| • Peer/Self Assessments       | • Conferencing              |
| • Cooperative Learning Groups | • Writing Assignments       |
| • Writing Assignments         | • Working Portfolio         |
| • Teacher Conferences         | • Collaborative Discussions |
| • Portfolios                  | • Scoring Rubrics           |

**Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts

**Grade Level: 1**

**Content Area: ELA**

- Fountas & Pinell Benchmark Assessment System
- DRA-2
- Reading Assessment/Running Records
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Modifications**

**English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks



- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- 

#### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

#### **Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

#### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

#### • **Teacher Resources for ESL/SIOP/ELLs:**

- ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELL resources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
- ***ELL CAN DO Booklet*** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet.  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual

(English/Spanish) resources for families.

<http://www.colorincolorado.org/index.php?langswitch=en>

- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

#### Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Provide visuals
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

#### Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities
- Debrief students

**Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M

**Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A

**Interdisciplinary Connections:**

Social Studies- friendship, Thanksgiving, Veteran's Day

Health: Character Development

Teachers should use mini-lessons and small groups to teach, demonstrate and investigate the following strategies:

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences..
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid

Create and develop texts that include the following language conventions:

- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

**Resources:****Other Resources:**

[www.state.nj.us/education/cccs/2014/ss/standards.pdf](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)

<http://www.nextgenscience.org/next-generation-science-standards>

**Teacher Resources:****Reading**

<http://www.readingandwritingproject.com>

<http://www.ideportal.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml> <http://www.songsforteaching.com/kidzup/vowels.htm>

<http://www.abcfastphonics.com/long-short-vowels.html>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>  
<http://www.eduplace.com>  
[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)  
<http://www.brainpopjr.com>  
<http://www.starfall.com>  
[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)  
<http://www.abcya.com>  
<http://www.readinga-z.com>  
<http://www.thereadingladyonline.com/blog/>  
<http://www.rif.org>  
<http://www.fcrr.org>  
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing:**

<http://www.readingandwritingproject.com>  
<http://www.canteach.ca/elementary/songspoems.html>  
<http://www.teachersclubhouse.com/grammarskills.htm>  
<http://www.proteacher.com/070037.shtml>  
[http://www.poetry4kids.com/blog/lessons/poetry\\_writing\\_lessons/](http://www.poetry4kids.com/blog/lessons/poetry_writing_lessons/)  
<http://www.imschools.org/images/files/menufiles/overview6Traits.pdf>  
<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>

Grade Level: 1	Content Area: ELA
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<http://www.writingfix.com/> <http://www.zoodles.com/free-online-kids-games/first-1st-grade>  
<http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

Grade Level: 1	Content Area: ELA
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**Long Beach Island Consolidated School District**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 3 Overview**

**Content Area:** English Language Arts

**Unit Title:** Unit 3

**Target Course / Grade Level:** Integrated English Language Arts / 1st Grade

**Unit Summary:**

**Unit 3:** This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strengthen comprehension and fluency. Continued emphasis on evidence-based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses. The introduction of shared writing will foster speaking and listening skills and promote student collaboration to support the revision process.

**Interdisciplinary Connections:**

**Social Studies**

**SOC.6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.

**SOC.6.3.4.A.1** Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

Students use text and media sources to gather information for shared research and writing projects. Engaging in engineering design provides a perfect opportunity for students to conduct shared research and complete writing projects.

**21st Century Life and Careers:**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

**CAEP.9.2.4.A.2:** Identify various life roles and civic and work - related activities in the school, home, and community

<https://www.state.nj.us/education/cccs/2014/career/>

**Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

**Grade Level: 1**

**Content Area: ELA**

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

### **Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

## **Unit 3 Learning Targets**

### **Content Standards:**

<b>RL</b>	<b>(Reading Literature)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RF</b>	<b>(Reading Foundational)</b>	1.1 1.2 1.3 1.4
<b>W</b>	<b>(Writing)</b>	1.1 1.2 1.3 1.5 1.6 1.7 1.8
<b>SL</b>	<b>(Speaking and Listening)</b>	1.1 1.2 1.3 1.4 1.5 1.6
<b>L</b>	<b>(Language)</b>	1.1 1.2 1.4 1.5 1.6

### **Content Statements**

#### **Phonics**

- Throughout the five units of study students will practice letter names, letter sounds, consonant blends, digraphs, vowel teams, syllabication as well as other phonics rules appropriate for the grade 1 level.
- During Unit 3 the phonics skills students will focus on are: final l blends; remaining final blends; endings: ang, ing, ong, ung, ank, ink, onk, unk; suffix -ed; magic e; digraph ph; digraph ck
- Students will also study words that cannot be sounded out phonetically and do not follow any particular phonemic rule.
- During Unit 3 the red words students will focus on are: have, one, egg, want, boy, every, full give, gone, know, live, many, some, other, knew, it's

#### **Reading:**

- All students will read from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and poetry.



**Grade Level: 1**

**Content Area: ELA**

- All students will read closely to identify tricky words within text to establish meaning.
- All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:**

- All students will create evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.
- Students will transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.

**Speaking:**

- All students will collaborate and share feedback about what they read and write.
- All students will foster speaking and listening skills through student collaboration about the reading and writing process.

**Listening:**

- All students will listen actively to information from their peers and different audiences.
- All students will foster speaking and listening skills through student collaboration about the reading and writing process.

**Viewing and Media Literacy:**

- All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Standard #	New Jersey Student Learning Standards for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.

<b>Grade Level: 1</b>	<b>Content Area: ELA</b>
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RL.1.9	Compare and contrast the adventures and experiences of characters in a story.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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.
RI.1.9	Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
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. <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>

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	<ul style="list-style-type: none"> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final-e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy , appropriate rate, and expression, on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<b>WRITING STANDARDS</b>
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.
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.
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.
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.

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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.
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).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.
	<b>LANGUAGE STANDARDS</b>
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>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).</li> <li>f. Use frequently occurring adjectives.</li> </ul>

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	<ul style="list-style-type: none"> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>
L.1.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>

***Unit 3 Essential Questions:***

- How does responsive-based literacy instruction and assessment build students with good reading habits?
- How can I use leveled books to grow comprehension, stamina, and fluency?
- How can I work with others to help me better understand what I read?
- How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?
- How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched?
- How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?
- What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?
- Am I building strong reading muscles and writing longer?
- How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?

***Unit 3 Enduring Understandings:***

- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Effective readers use appropriate strategies as needed to construct meaning.
- Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.
- Research is the process of gaining information from a variety of resources.
- We use information to support our thinking.
- We will enhance our learning by using many resources and by using technology.
- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.
- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.
- Understanding a variety of media tools will help us better understand what we read, see, and hear.

**Grade Level: 1**

**Content Area: ELA**

- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

**Unit Objectives:**

**Reading:**

- identify characters, setting, and main idea
- identify cover, title, author, illustrator of book
- differentiate between compare/contrast in a story
- draw conclusions in a story
- make classifications in a story
- Use context clues in a story
- use prior knowledge
- make predictions based on prior knowledge and preview of text.
- describe illustrations in a book
- recall information
- participate in an active discussion about a story.
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies
- respond to stories orally
- retell or act out a story using beginning, middle, and end.
- participate in shared and independent reading activities.
- identify a variety of genres (fiction, nonfiction, poetry, folklore)
- make connections to their lives or other stories.
- read aloud grade-level text w/ fluency and expression
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express.
- recognize a set of high frequency words
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express.
- compare and contrast versions of the same story
- compare and contrast predictions: Support by answering "Why?"

**Before Reading:**

- set a purpose for
- select appropriate reading materials.
- make predictions based on prior knowledge (schema) of the topic and the preview of the text
- generate questions
- preview text to establish an initial impression of what the book is about

**During Reading:**

- make text-to-self connections to
- be exposed to text-to-text connections
- introduced to text-to-world connections.
- rereading, read on, context clues, and substitute another word that makes sense, sounding out words decoding beginning sounds and word chunks.
- confirm/alter predictions based on evidence from the text
- understand and analyze character traits, setting
- generate and seek answers to questions (in the text, in your head, in another source) • locate story details in the text to support logical predictions
- Visualize by creating images to represent the ideas in the text
- begin to identify topic, main idea, and details to support non-fiction

**After Reading:**

- check for understanding making sure all questions have been answered
- revisit the text to respond to reading (orally and in writing)
- Readers are to think about and search the text and sometimes use personal knowledge to construct meaning beyond what is literally stated.
- Students will create their own perspectives and understanding from reflecting on the text.
- attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)

**Reading/Language/Vocabulary:**

*\*Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking and listening.*

***In the area of Phonics students will:***

- recognize rhyming patterns and rhyming words.
- identify (segments) sounds heard at beginning, middle, and end of a word
- blend individual sounds to form a word.
- understand how a word is transformed when a sound is added, substituted, or removed
- recognize that spoken sounds are connected to letters in words written or read
- match spoken sounds to letters in print
- identify short vowel sounds: a, i, o, e, u
- recognize and apply knowledge of phonics to read unknown words
- recognize and read words with CVC pattern
- decode and identify words with “-ng” and “-nk” endings
- decode and identify consonant clusters: blends and digraphs
- recognize and read:
  - initial consonant digraphs ch, sh, th, wh
  - initial consonant “l” blends: sl, bl, fl, cl, pl, gl
  - initial consonant “r” blends: tr, cr, br, fr, dr, gr, pr, thr, shr
  - initial consonant “s” blends: sk, sc, st, sm, sp, sn, sw, squ

***In the area of Vocabulary students will:***

- recognize a set of high frequency words



- read grade-level high frequency words with irregular spelling patterns
- identify synonyms and antonyms

*In the area of Reading students will:*

- use word parts and patterns from known word or words to solve unknown words
- match correct word for object
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level
- use pictures/illustrations to solve unknown words
- demonstrate strong oral vocabulary
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text
- uses context clues to determine word meanings

**Writing:**

*In the area of Sentence Structure students will:*

- differentiate between complete sentences and sentence fragments
- write from left to right, top to bottom

*In the area of Capitalization/ Punctuation students will:*

- capitalize first, last and all other important words in titles
- capitalize first word and punctuate end of sentence correctly in a declarative or interrogative sentence by using sentence frames

*In the area of Spelling students will:*

- transition from unconventional to phonetic/ conventional writing
- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and medial sounds
- spell words with beginning consonant digraphs
- spell words with beginning consonant blends

*In the area of Narrative Writing students will:*

- choose a topic
- match writing to a picture
- share writing-generating ideas
- interact with others
- be introduced to concepts of ideas, conventions, and organization during Writing Workshop mini-lessons
- use spaces between words
- read own sentence
- use a variety of prewriting techniques
- edit with assistance for correct grammar, usage and mechanics
- write first drafts and revise by adding supporting details and ideas
- create legible final drafts and share with an audience
- see a purpose for writing

- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- use descriptive details that enable readers to create mental images
- demonstrate an understanding and awareness of the audience
- contribute to a class document that gives information about what was learned (science, social studies)
- contribute regularly to morning message, class letters
- contribute (in a shared writing) to a class set of directions
- label objects
- make lists
- demonstrate the ability to fill out basic information on a form
- write to inform (purpose)
- write a concluding statement
- be exposed to transition words
- write two-step directions for completing a task in sequential order (How-To's)

**Listening and Speaking:**

*In the area of Listening students will:*

- demonstrate active listening strategies:
  - make visual contact
  - ask questions of speaker
  - follow directions
  - respond to questions and clues
  - Body language indicates listening
  - focus on speaker and topic

*In the area of Speaking students will:*

- demonstrate strong oral vocabulary
- talk about words and word meanings every day as they are encountered in books and conversation
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
- make eye contact with the audience.

**Media:**

*In the area of Media students will:*

- use library
- learn that when information is needed, you can access it through books, internet, video, and people
- use title page to identify topic, author, illustrator, and/or photographer
- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- talk with resource person
- use internet to gather information
- write report based on information found and share orally (with support)
- identify informational parts of texts

**Grade Level: 1**

**Content Area: ELA**

- use grade-level appropriate dictionary to locate word meanings

**Long Beach Island Consolidated School District  
English Language Arts Curriculum  
Evidence of Learning**

**Formative Assessments**

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolios

**Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Fountas & Pinell Benchmark Assessment System
- DRA-2
- Reading Assessment/Running Records
- End-of-Unit or Chapter Tests
- Oral Presentation

- Reflective journal

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Modifications****English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading

- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- 

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

- **Teacher Resources for ESL/SIOP/ELLs:**

- ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELL resources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
- ***ELL CAN DO Booklet*** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet.  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
- ***SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net*** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest

of the site for many useful ELL resources.

[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)

- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs. <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources. <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio. <http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee <http://www.kizschool.com/index.html>

#### Intervention:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

#### Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Debrief students

#### Suggested Amistad Resources

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther

- Rosa Parks Schaefer, Lola M

**Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A

**Interdisciplinary Connections:**

Social Studies: Christmas, Kwanzaa, Ramadan, Hanukkah, New Year's Resolution, Chinese New Year, traditions.

Health: Communication

Teachers should use mini-lessons and small groups to teach, demonstrate and investigate the following strategies:

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

**Additional Resources:**

[www.state.nj.us/education/cccs/2014/ss/standards.pdf](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)

<http://www.nextgenscience.org/next-generation-science-standards>

**Teacher Resources:**

**Reading**

<http://www.readingandwritingproject.com>

<http://www.ideportal.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml> <http://www.songsforteaching.com/kidzup/vowels.htm>

<http://www.abcfastphonics.com/long-short-vowels.html>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>

<http://www.readinga-z.com>

<http://www.thereadingladyonline.com/blog/>

<http://www.rif.org>

<http://www.fcrr.org>



<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing:**

<http://www.readingandwritingproject.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

[http://www.poetry4kids.com/blog/lessons/poetry\\_writing\\_lessons/](http://www.poetry4kids.com/blog/lessons/poetry_writing_lessons/)

<http://www.imschools.org/images/files/menufiles/overview6Traits.pdf>

<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>

<http://www.writingfix.com/> <http://www.zoodles.com/free-online-kids-games/first-1st-grade>

<http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

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*Because Writing Matters: Improving Student Writing in Our Schools* by National Writing Project and Carl Nagin

**Long Beach Island Consolidated School District  
ENGLISH LANGUAGE ARTS CURRICULUM  
Unit 4 Overview**

**Content Area:** English Language Arts

**Unit Title:** Unit 4

**Target Course / Grade Level:** Integrated English Language Arts / 1st Grade

**Unit Summary:**

**Unit 4:** This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and non-fiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross-curricular, evidence-based writing will continue across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.

**Interdisciplinary Connections:**

**Social Studies**

**SOC.6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.

**SOC.6.3.4.A.1** Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

**SOC.6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**Science**

Students read informational texts and identify the main topic and retell key details from texts and ask and answer questions about key details. Students should also participate in shared research and writing projects by gathering information from a variety of preselected, grade-level appropriate texts and resources.

**21st Century Life and Careers:**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

**CAEP.9.2.4.A.2:** Identify various life roles and civic and work - related activities in the school, home, and community

<https://www.state.nj.us/education/cccs/2014/career/>

### Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

### Technology

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

## Unit 4 Learning Targets

### Content Standards:

<b>RL</b>	<b>(Reading Literature)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RF</b>	<b>(Reading Foundational)</b>	1.1 1.2 1.3 1.4
<b>W</b>	<b>(Writing)</b>	1.1 1.2 1.3 1.5 1.6 1.7 1.8
<b>SL</b>	<b>(Speaking and Listening)</b>	1.1 1.2 1.3 1.4 1.5 1.6
<b>L</b>	<b>(Language)</b>	1.1 1.2 1.4 1.5 1.6

### Content Statements:

#### Phonics

- Throughout the five units of study students will practice letter names, letter sounds, consonant blends, digraphs, vowel teams, syllabication as well as other phonics rules appropriate for the grade 1 level.
- During Unit 4 the phonics skills students will focus on are: vowel teams: ea, oa, ai, ee, ay, oe; soft c
- Students will also study words that cannot be sounded out phonetically and do not follow any particular phonemic rule.
- During Unit 4 the red words students will focus on are: only, two, also, our, where, which,

who, why, always, often, knew, goes, don't, their, because, says, any

### Reading:

- All students will read from a multitude of genres with particular emphasis on close reading strategies.
- All students will read more difficult fiction and non-fiction books with increased comprehension and fluency.
- All students will read closely to identify tricky words within text to establish meaning.
- All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

### Writing:

- All students will continue word study to further strengthen comprehension to support writing across genres.
- All students will continue to develop cross-curricular, evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.

### Speaking:

- All students will collaborate and share feedback about what they read and write.
- All students will foster speaking and listening skills through student collaboration about the reading and writing process.

### Listening:

- All students will listen actively to information from their peers and different audiences.
- All students will foster speaking and listening skills through student collaboration about the reading and writing process.

### Viewing and Media Literacy:

- All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Standard #	New Jersey Student Learning Standards for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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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.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in a story.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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.
RI.1.9	Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first</li> </ul>

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	word, capitalization, ending punctuation).
RF.1.2	<p>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.</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final-e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy , appropriate rate, and expression, on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
	<b>WRITING STANDARDS</b>
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.
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.

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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.
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.
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.
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).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.
	<b>LANGUAGE STANDARDS</b>
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> </ul>

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	<ul style="list-style-type: none"> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>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).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or</li> </ul>



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	choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).

<p><b>Unit 4 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does responsive-based literacy instruction and assessment build students with good reading habits?</li> <li>• How can I use leveled books to grow comprehension, stamina, and fluency?</li> <li>• How can I work with others to help me better understand what I read?</li> <li>• How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?</li> <li>• How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched?</li> <li>• How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?</li> <li>• What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?</li> <li>• Am I building strong reading muscles and writing longer?</li> </ul>	<p><b>Unit 4 Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</li> <li>• Effective readers use appropriate strategies as needed to construct meaning.</li> <li>• Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.</li> <li>• Research is the process of gaining information from a variety of resources.</li> <li>• We use information to support our thinking.</li> <li>• We will enhance our learning by using many resources and by using technology.</li> <li>• Language is the way we communicate with each other and share ideas.</li> <li>• An understanding of Standard American English helps us understand what we read and what we hear.</li> <li>• Good listening and speaking skills help us better understand each other.</li> <li>• Listening and responding to what we hear develops our understanding and knowledge.</li> </ul>
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<ul style="list-style-type: none"> <li>• How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>• Through listening and speaking we will become clear and effective communicators.</li> <li>• Understanding a variety of media tools will help us better understand what we read, see, and hear.</li> <li>• The purpose of different forms of media is to influence our thinking in different ways.</li> <li>• We will use media to enhance our thinking and learning.</li> </ul>
<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• identify characters, setting, and main idea</li> <li>• differentiate between realism and fantasy</li> <li>• identify the theme of a story</li> <li>• identify the author's purpose for writing a story</li> <li>• identify cover, title, author, illustrator of book</li> <li>• use prior knowledge</li> <li>• make predictions based on prior knowledge and preview of text.</li> <li>• compare and contrast predictions: Support by answering "Why?"</li> <li>• describe illustrations in a book</li> <li>• recall information</li> <li>• participate in an active discussion about a story.</li> <li>• recognize fiction vs. fantasy</li> <li>• monitor for meaning when reading by using pictures</li> <li>• use picture letter cues as reading strategies</li> <li>• respond to stories orally</li> <li>• retell or act out a story using beginning, middle, and end and summarize the plot.</li> <li>• participate in shared and independent reading activities.</li> <li>• identify a variety of genres (fiction, nonfiction, poetry, folklore)</li> <li>• compare/contrast versions of the same story.</li> <li>• make connections to their lives or other stories.</li> <li>• read aloud grade-level text w/ fluency and expression</li> <li>• use crosscheck reading strategies</li> <li>• use initial visual to solve unknown word</li> <li>• repeat familiar phrase from a story, poem, or play using express.</li> <li>• recognize a set of high frequency words</li> <li>• use crosscheck reading strategies</li> <li>• use initial visual to solve unknown word</li> <li>• repeat familiar phrase from a story, poem, or play using express.</li> </ul> <p><b>Before Reading:</b></p>	

- set a purpose for
  - select appropriate reading materials.
  - identify text features: Photos, illustrations, graphs, timelines, charts, diagrams, bold, highlight, and italic, headings, bullets, sidebars, captions, labels
  - make predictions based on prior knowledge (schema) of the topic and the preview of the text
- generate questions
  - preview text to establish an initial impression of what the book is about During Reading:
  - make text-to-self connections to • be exposed to text-to-text connections
  - introduced to text-to-world connections.
- Use reading strategies to decode words such as: rereading, read on, context clues, and substitute another word that makes sense, sounding out words decoding, use picture cues, tap and sweep (Project Read strategies), find beginning sounds and word chunks.
  - confirm/alter predictions based on evidence from the text
- understand and analyze character traits, setting, problem/solution, and plot when reading a variety of genres
  - generate and seek answers to questions(in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- locate story details in the text to support logical predictions
- be aware of text features: (captions, labels, headings, table of contents, index, charts, graphs, and diagrams)
- Visualize by creating images to represent the ideas in the text

**After Reading:**

- check for understanding making sure all questions have been answered
- revisit the text to respond to reading (orally and in writing)
- Readers are to think about and search the text and sometimes use personal knowledge to construct meaning beyond what is literally stated.
  - Identify key elements and condense important information into their own words by using graphic organizers
- Judge, justify and or/defend understanding to determine importance
- Students will create their own perspectives and understanding from reflecting on the text.
  - attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)
- identify and create questions

**Reading/Language/Vocabulary:**

*\*Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking and listening.*

***In the area of Phonics students will:***

- know a word is a unit of meaning
- blend individual sounds to form a word
- recognize rhyming patterns and rhyming words
  - understand how a word is transformed when a sound is added, substituted, or removed
- identify vowel teams: “-ay, -ai, -ee, -ea, -ey, -ie, -oa, ow, -oe”
- understand how to read and spell words with “magic e”

***In the area of Vocabulary students will:***

- recognize a set of high frequency words
- read grade-level high frequency
- provide accurate vowel and consonant sounds
- segment and blend syllables orally
- read grade-level high frequency words with irregular spelling patterns (red words)
- recognize and apply knowledge of phonics to read unknown words

***In the area of Reading students will:***

- match correct word for object
- know verbs are actions when creating sentences
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level
- use pictures/illustrations to solve unknown words
- demonstrate strong oral vocabulary
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text
- determine meaning of homonyms in context
- uses context clues to determine word meanings
- determine and explain meaning of contractions
- identify parts of speech which includes: nouns, proper nouns, verbs, and adjectives
- introduce compound words
- use the present, past, and future verb tenses appropriately in speaking and introduce in writing
- identify common and proper nouns
- make singular nouns possessive by adding 's'

***In the area of Sentence Structure students will:***

- differentiate between complete sentences and sentence fragments

***In the area of Capitalization / Punctuation students will:***

- capitalize first, last and all other important words in titles
- use commas in a list
  - be introduced to commas in a series
- punctuate end of sentence correctly
  - capitalize first word in a sentence and proper nouns.
  - be exposed to quotation marks, apostrophe, and comma between city and state, day and year
- use appropriate punctuation in the format of a friendly letter.
- understand that punctuation enhances communication.

***In the area of Spelling students will:***

- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- transition from unconventional to phonetic/ conventional writing
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds

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***In the area of Narrative Writing students will:***

- choose a topic • match writing to a picture • share writing-generating ideas • interact with others
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- see a purpose for writing
- read own sentence
- use a variety of prewriting techniques
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas.
- edit with assistance for correct grammar, usage and mechanics
- create legible final drafts and share with an audience
- write a friendly letter
- retell an experience orally
- create a storyboard to tell a story and write the summary
- use descriptive details that enable readers to create mental images
- use a variety of sentence (beginnings) structures and length.

**Long Beach Island Consolidated School District  
English Language Arts Curriculum**

**Formative Assessments**

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations

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- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolios

**Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Fountas & Pinell Benchmark Assessment System
- DRA-2
- Reading Assessment/Running Records
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications**

**English Language Learners (ELLs):**

- **Increase comprehensible input via:**
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- **Strategies may include:**
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)

- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- 

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

- **Teacher Resources for ESL/SIOP/ELLs:**

- **NJDOE: Bureau of Bilingual ESL Education** - The State of New Jersey offers ELL resources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
- **ELL CAN DO Booklet** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet.  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- **Colorín Colorado** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

**Intervention:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

**Enrichment:**



- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

**Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M

**Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A

**Other Resources:**

[www.state.nj.us/education/cccs/2014/ss/standards.pdf](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)

<http://www.nextgenscience.org/next-generation-science-standards>

**Teacher Resources:****Reading**

<http://www.readingandwritingproject.com>

<http://www.ideportal.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml> <http://www.songsforteaching.com/kidzup/vowels.htm>

<http://www.abcfastphonics.com/long-short-vowels.html>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)

<http://www.learningtoday.com/corporate/reading-games.asp>

<http://www.printablereadinggames.com/>

<http://www.teachers.net/lessonplans/subjects/literature/>

<http://www.poetryteachers.com/>

<http://www.eduplace.com>

[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)

<http://www.brainpopjr.com>

<http://www.starfall.com>

[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)

<http://www.abcya.com>  
<http://www.readinga-z.com>  
<http://www.thereadingladyonline.com/blog/>  
<http://www.rif.org>  
<http://www.fcrr.org>  
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

### **Writing:**

<http://www.readingandwritingproject.com>  
<http://www.canteach.ca/elementary/songspoems.html>  
<http://www.teachersclubhouse.com/grammarskills.htm>  
<http://www.proteacher.com/070037.shtml>  
[http://www.poetry4kids.com/blog/lessons/poetry\\_writing\\_lessons/](http://www.poetry4kids.com/blog/lessons/poetry_writing_lessons/)  
<http://www.imschools.org/images/files/menufiles/overview6Traits.pdf>  
<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>  
<http://www.writingfix.com/> <http://www.zoodles.com/free-online-kids-games/first-1st-grade>  
<http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

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*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham

<b>Long Beach Island Consolidated School District</b> <b>ENGLISH LANGUAGE ARTS CURRICULUM</b> <b>Unit 5 Overview</b>	
<b>Content Area:</b> English Language Arts	
<b>Unit Title:</b> Unit 5	
<b>Target Course / Grade Level:</b> Integrated English Language Arts / 1st Grade	
<p><b>Summary:</b></p> <p><b>Unit 5:</b> This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, non-fiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross-curricular, evidence-based writing will continue across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.</p> <p><b>Interdisciplinary Connections:</b></p> <p><b>Social Studies</b></p> <p><b>SOC.6.1.P.A.1</b> Demonstrate an understanding of rules by following most classroom routines.</p> <p><b>SOC.6.3.4.A.1</b> Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p> <p><b>SOC.6.1.4.A.9</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>SOC.6.1.4.A.10</b> Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>Science</b></p> <p>Students participate in shared research and writing projects through engineering design.</p> <p><b>21st Century Life and Careers:</b></p> <p>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</p> <p><b>CAEP.9.2.4.A.2:</b> Identify various life roles and civic and work - related activities in the school, home, and community</p> <p><a href="https://www.state.nj.us/education/cccs/2014/career/">https://www.state.nj.us/education/cccs/2014/career/</a></p>	

**Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP3. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

**Technology**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

**Unit 5 Learning Targets****Content Standards:**

<b>RL</b>	<b>(Reading Literature)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RI</b>	<b>(Reading Informational Texts)</b>	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10
<b>RF</b>	<b>(Reading Foundational)</b>	1.1 1.2 1.3 1.4
<b>W</b>	<b>(Writing)</b>	1.1 1.2 1.3 1.5 1.6 1.7 1.8
<b>SL</b>	<b>(Speaking and Listening)</b>	1.1 1.2 1.3 1.4 1.5 1.6
<b>L</b>	<b>(Language)</b>	1.1 1.2 1.4 1.5 1.6

**Content Statements:****Phonics:**

- Throughout the five units of study students will practice letter names, letter sounds, consonant blends, digraphs, vowel teams, syllabication as well as other phonics rules appropriate for the grade 1 level.
- During Unit 5 the phonics skills students will focus on are: soft g; r-controlled ar, or, er, ir, ur; review of all phonics skills in the five units
- Students will also study words that cannot be sounded out phonetically and do not follow any particular phonemic rule.
- During Unit 5 the red words students will focus on are: whose, again, watch, among, people. sure. there, were, could, would

**Reading:**

- All students will read from a multitude of genres with particular emphasis on close reading strategies.
- All students will read more difficult fiction, non-fiction, and fantasy books with increased comprehension and fluency.
- All students will use all that they know about word study to further strengthen comprehension to support writing across genres.
- All students will read closely to identify tricky words within text to establish meaning.
- All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Writing:**

- All students will continue word study to further strengthen comprehension to support writing across genres.
- All students will continue to develop cross-curricular, evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.

**Speaking:**

- All students will collaborate and share feedback about what they read and write.
- All students will foster speaking and listening skills through student collaboration about the reading and writing process.

**Listening:**

- All students will listen actively to information from their peers and different audiences.
- All students will foster speaking and listening skills through student collaboration about the reading and writing process.

**Viewing and Media Literacy:**

- All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Standard #	New Jersey Student Learning Standards for Mastery
	<b>READING STANDARDS: LITERATURE</b>
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.

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RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in a story.
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
	<b>READING STANDARDS: INFORMATIONAL TEXT</b>
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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.
RI.1.9	Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
	<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>

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RF.1.1	<p>Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <ol style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol>
RF.1.2	<p>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.</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final-e and common vowel team conventions for representing long vowel sounds.</li> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every vowel must have a vowel sound.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy , appropriate rate, and expression, on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
	<b>WRITING STANDARDS</b>
W.1.1	<p>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.</p>

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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.
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.
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.
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.
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).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	<b>SPEAKING AND LISTENING STANDARDS</b>
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.
	<b>LANGUAGE STANDARDS</b>
L.1.1	Demonstrate command of the conventions of standard English grammar and



	<p>usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>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).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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.</li> <li>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ol>
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>Identify real-life connections between words and their use (e.g.,</li> </ol>

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	<p>note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).

<p><b>Unit 5 Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does responsive-based literacy instruction and assessment build students with good reading habits?</li> <li>• How can I use leveled books to grow comprehension, stamina, and fluency?</li> <li>• How can I work with others to help me better understand what I read?</li> <li>• How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?</li> <li>• How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched?</li> <li>• How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?</li> <li>• What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?</li> </ul>	<p><b>Unit 5 Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.</li> <li>• Effective readers use appropriate strategies as needed to construct meaning.</li> <li>• Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes</li> <li>• Research is the process of gaining information from a variety of resources.</li> <li>• We use information to support our thinking.</li> <li>• We will enhance our learning by using many resources and by using technology.</li> <li>• Language is the way we communicate with each other and share ideas.</li> <li>• An understanding of Standard American English helps us understand what we read and what we hear.</li> <li>• Good listening and speaking skills help us better understand each other.</li> </ul>
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<ul style="list-style-type: none"> <li>• Am I building strong reading muscles and writing longer?</li> <li>• How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and responding to what we hear develops our understanding and knowledge.</li> <li>• Through listening and speaking we will become clear and effective communicators.</li> <li>• Understanding a variety of media tools will help us better understand what we read, see, and hear.</li> <li>• The purpose of different forms of media is to influence our thinking in different ways.</li> <li>• We will use media to enhance our thinking and learning.</li> </ul>
<p><b>Unit Objectives</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• identify characters, setting, and main idea</li> <li>• understand cause and effect as related to a story</li> <li>• sequence the events of a story</li> <li>• identify cover, title, author, illustrator of book</li> <li>• use prior knowledge</li> <li>• make predictions based on prior knowledge and preview of text.</li> <li>• compare and contrast predictions: Support by answering "Why?"</li> <li>• describe illustrations in a book</li> <li>• recall information</li> <li>• participate in an active discussion about a story.</li> <li>• recognize fiction vs. fantasy</li> <li>• monitor for meaning when reading by using pictures</li> <li>• use picture letter cues as reading strategies • respond to stories orally</li> <li>• retell or act out a story using beginning, middle, and end and summarize the plot.</li> <li>• participate in shared and independent reading activities.</li> <li>• identify a variety of genres (fiction, nonfiction, poetry, folklore)</li> <li>• compare/contrast versions of the same story.</li> <li>• make connections to their lives or other stories.</li> <li>• read aloud grade-level text w/ fluency and expression</li> <li>• use crosscheck reading strategies</li> <li>• use initial visual to solve unknown word</li> <li>• repeat familiar phrase from a story, poem, or play using express.</li> <li>• recognize a set of high frequency words</li> <li>• use crosscheck reading strategies</li> <li>• use initial visual to solve unknown word</li> <li>• repeat familiar phrase from a story, poem, or play using express.</li> </ul>	

**Before Reading:**

- set a purpose for
- select appropriate reading materials.
- identify text features: Photos, illustrations, graphs, timelines, charts, diagrams, bold, highlight, and italic, headings, bullets, sidebars, captions, labels
- make predictions based on prior knowledge (schema) of the topic and the preview of the text
- generate questions
- preview text to establish an initial impression of what the book is about

**During Reading:**

- make text-to-self connections to
- be exposed to text-to-text connections
- introduced to text-to-world connections.
- Use reading strategies to decode words such as: rereading, read on, context clues, and substitute another word that makes sense, sounding out words decoding, use picture cues, tap and sweep (Project Read strategies), find beginning sounds and word chunks.
- confirm/alter predictions based on evidence from the text
- understand and analyze character traits, setting, problem/solution, and plot when reading a variety of genres
- generate and seek answers to questions(in the text, in your head, in another source)
- begin to identify topic, main idea, and details to support non-fiction
- locate story details in the text to support logical predictions
- be aware of text features: (captions, labels, headings, table of contents, index, charts, graphs, and diagrams)
- Visualize by creating images to represent the ideas in the text

**After Reading:**

- check for understanding making sure all questions have been answered
- revisit the text to respond to reading (orally and in writing)
- Readers are to think about and search the text and sometimes use personal knowledge to construct meaning beyond what is literally stated.
- Identify key elements and condense important information into their own words by using graphic organizers
- Judge, justify and or/defend understanding to determine importance
- Students will create their own perspectives and understanding from reflecting on the text.
- attend and respond appropriately to classmates and adults.
- ask clarifying questions (5 W's)
- identify and create questions

**Reading/Language/Vocabulary:**

*\*Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking and listening.*

*In the area of Phonics students will:*

- know a word is a unit of meaning

- blend individual sounds to form a word
- recognize rhyming patterns and rhyming words
- understand how a word is transformed when a sound is added, substituted, or removed
- read and spell words with the [-tch] spelling pattern
- identify and spell words with final consonant blends: “-st, -sk, -sp, -nt, -nd, -mp”
- understand how to read and spell words with r controlled vowels: “-ar, er, ir, or, ur”
- knowledge and understanding that a word has as many parts as talking vowels (syllables)
- read and spell words with diphthongs
- read and spell words with “y as a vowel”

*In the area of Vocabulary students will:*

- recognize a set of high frequency words
- read grade-level high frequency
- provide accurate vowel and consonant sounds
- segment and blend syllables orally
- read grade-level high frequency words with irregular spelling patterns (red words)
- recognize and apply knowledge of phonics to read unknown words

*In the area of Reading students will:*

- match correct word for object
- know verbs are actions when creating sentences
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level
- use pictures/illustrations to solve unknown words
- demonstrate strong oral vocabulary
- identify synonyms/antonyms
- decode and interpret vocabulary words and phrases in context that are critical to the meaning of the text
- determine meaning of homonyms in context
- uses context clues to determine word meanings
- determine and explain meaning of contractions
- identify parts of speech which includes: nouns, proper nouns, verbs, and adjectives
- introduce compound words
- use the present, past, and future verb tenses appropriately in speaking and introduce in writing
- identify common and proper nouns
- make singular nouns possessive by adding 's
- implement Daily 5 components

**Writing:**

*In the area of Sentence Structure students will:*

- differentiate between complete sentences and sentence fragments

*In the area of Capitalization / Punctuation students will:*

- capitalize first, last and all other important words in titles

- use commas in a list
- be introduced to commas in a series
- punctuate end of sentence correctly
- capitalize first word in a sentence and proper nouns
- be exposed to quotation marks, apostrophe, and comma between city and state, day and year
- use appropriate punctuation in the format of a friendly letter.
- understand that punctuation enhances communication.

*In the area of Spelling students will:*

- use a combination of conventional spelling and temporary spelling for unfamiliar words.
- transition from unconventional to phonetic/ conventional writing
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds

*In the area of Narrative Writing students will:*

- choose a topic
- match writing to a picture
- share writing-generating ideas
- interact with others
- write two connected sentences
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- see a purpose for writing
- read own sentence
- use a variety of prewriting techniques
- write and develop an idea including a beginning, middle, and end
- write first drafts and revise by adding details and ideas.
- edit with assistance for correct grammar, usage and mechanics
- create legible final drafts and share with an audience
- write a friendly letter
- retell an experience orally
- create a storyboard to tell a story and write the summary
- use descriptive details that enable readers to create mental images
- use a variety of sentence (beginnings) structures and lengths
- create an interesting lead sentence and a closing sentence

## LISTENING & SPEAKING

*In the area of Listening students will:*

- demonstrate active listening strategies:
  - make visual contact
  - ask questions of speaker
  - follow directions
  - respond to questions and clues
  - Body language indicates listening
  - focus on speaker and topic

*In the area of Speaking students will:*

- demonstrate strong oral vocabulary
- respond to a Morning Message
- talk about words and word meanings every day as they are encountered in books and conversation
- speak clearly and use appropriate tone and volume in order to be heard and understood for a variety of purposes
- make eye contact with the audience.

#### MEDIA

*In the area of Media students will:*

- use library
- learn that when information is needed, you can access it through books, internet, video, and people
- use title page to identify topic, author, illustrator, and/or photographer
- identify informational parts of text (see comprehension)
- identify visual features of texts: photo, illustration, graph, time-line, chart, diagram, bold print, italics, headings, bullets, sidebar, captions, labels (special type face)
- produce a product that shows evidence of student's research orally, in writing, or in mixed media.
- view, read, and listen to media works with simple messages or factual information and respond to information through a written or oral method.
- use grade level appropriate dictionary to locate word meanings.
- use Internet to gather information (with support)
- use grade level-appropriate encyclopedias to gather information (with support)
- write report based on information found and share orally (with support)
- talk with resource person

### Long Beach Island Consolidated School District English Language Arts Curriculum

#### Formative Assessments

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Vocabulary quizzes
- Literature Circles
- Graphic Organizers
- Multiple Choice Tests
- Timed Reading/Writing
- Literature Discussions
- Literature Responses
- Questioning

- Writer's Notebook
- Peer Editing
- Open-Ended Questions
- Writer's Workshop
- Self-Evaluation
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Working Portfolios

**Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Fountas & Pinell Benchmark Assessment System
- DRA-2
- Reading Assessment/Running Records
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal

**Benchmark Assessments**

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO
- 

**Alternative Assessments**

- Showcase portfolio
- Reflective journals

**Modifications****English Language Learners (ELLs):**

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives



- simplified language / teacher talk / thinking aloud

- **Strategies may include:**

- personal word walls / word rings
- introducing key vocabulary before lesson
- *total physical response* (TPR) activities
- *cloze* activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific IEP/504 accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach Orton Gillingham concepts
- Picture Walks
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- 

**Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

**Economically Disadvantaged:**

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.

- Maintain expectations while offering choice and soliciting input

#### Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

#### • Teacher Resources for ESL/SIOP/ELLs:

- **NJDOE: Bureau of Bilingual ESL Education** - The State of New Jersey offers ELL resources under various drop down menus.  
<http://www.state.nj.us/education/bilingual/resources/>
- **ELL CAN DO Booklet** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet.  
[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)
- **Colorín Colorado** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.  
<http://www.colorincolorado.org/index.php?langswitch=en>
- **SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest of the site for many useful ELL resources.  
[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs.  
<http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources.  
<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio.  
<http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>

- **KizSchool** - Elementary ESL and literacy resources for a fee  
<http://www.kizschool.com/index.html>

**Intervention:**

- Allow extra to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

**Enrichment:**

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

**Suggested Amistad Resources**

- Five Bold Freedom Fighters Hudson, Wade
- I Have a Dream King, Martin Luther
- Rosa Parks Schaefer, Lola M

**Suggested Holocaust Resources**

- A Picture Book of Anne Frank Adler, David A

**Other Resources:**

[www.state.nj.us/education/cccs/2014/ss/standards.pdf](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  
<http://www.nextgenscience.org/next-generation-science-standards>  
[www.corestandards.org](http://www.corestandards.org)

**Teacher Resources:****Reading**

<http://www.readingandwritingproject.com>  
<http://www.ideportal.com>  
<http://www.canteach.ca/elementary/songspoems.html>  
<http://www.teachersclubhouse.com/grammarskills.htm>  
<http://www.proteacher.com/070037.shtml> <http://www.songsforteaching.com/kidzup/vowels.htm>  
<http://www.abcfastphonics.com/long-short-vowels.html>

[http://www.math-and-reading-help-for-kids.org/elementary\\_reading\\_games.html](http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html)  
<http://www.learningtoday.com/corporate/reading-games.asp>  
<http://www.printablereadinggames.com/>  
<http://www.teachers.net/lessonplans/subjects/literature/>  
<http://www.poetryteachers.com/>  
<http://www.eduplace.com>  
[http://www.softschools.com/language\\_arts/phonics/phonics\\_games.jsp](http://www.softschools.com/language_arts/phonics/phonics_games.jsp)  
<http://www.brainpopjr.com>  
<http://www.starfall.com>  
[http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)  
<http://www.abcy.com>  
<http://www.readinga-z.com>  
<http://www.thereadingladyonline.com/blog/>  
<http://www.rif.org>  
<http://www.fcrr.org>  
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

*Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

*Falling in Love with Close Reading* by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

*The Reading Strategies Book* by Jennifer Serravallo, Heinemann Press, 2015

*Comprehension Connections* by Stephanie Harvey - Bridges to Strategic Reading

*Strategies that Work* by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

*Reciprocal Teaching at Work* by Lori D. Oczkus - Strategies for Improving Reading Comprehension

*Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

*Month by Month Phonics* by Patricia Cunningham

*Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling* by Patricia Cunningham

*Daily Word Ladders* by Timothy V. Rasinski

#### **Writing:**

<http://www.readingandwritingproject.com>  
<http://www.canteach.ca/elementary/songspoems.html>  
<http://www.teachersclubhouse.com/grammarskills.htm>

Grade Level: 1	Content Area: ELA
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<http://www.proteacher.com/070037.shtml>

[http://www.poetry4kids.com/blog/lessons/poetry\\_writing\\_lessons/](http://www.poetry4kids.com/blog/lessons/poetry_writing_lessons/)

<http://www.imschools.org/images/files/menufiles/overview6Traits.pdf>

<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>

<http://www.writingfix.com/> <http://www.zoodles.com/free-online-kids-games/first-1st-grade>

<http://www.storylineonline.net/>

*Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

*The Unstoppable Writing Teacher* by M. Colleen Cruz, Heinemann Press, 2015

*Using Picture Books to Teach Writing with the Traits* by Ruth Culham