

**WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide**

**Content Area:** ELA

**Course Title:** Reading and Writing Unit of Study

**Grade Level:** 1

Unit	Standards	Unit Focus	Skills	Suggested Pacing
<b>Unit 1</b>	RF.1.1 RF.1.2, RF.1.3, RF. 1.4 RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.10 RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.10 W.1.1, W.1.2, W.1.3, W.1.5 L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	<p><b>Phonological Awareness/HFW</b>                      Support readers and writers working with individual phonemes and vowel sounds. Assist students with their writing and support foundational and growing phonological awareness skills.</p> <p><b>Reading Workshop</b>  <i>Building Good Reading Habits:</i> Book 1: This unit is designed as an introduction to first grade reading workshop. The theme: readers have good habits. These habits are organized into three categories--habits for reading long and strong, habits for solving hard words, and habits for working with a partner--each corresponding to one of the three bends.</p> <p><b>Bend 1:</b> Reminds readers that call on familiar habits at the beginning, in the middle, and at the end of the book, to read by taking a sneak peek at their books. Most importantly, you will establish structures, expectations, and values that will shape the work kids do during reading workshop.</p> <p><b>Bend 2:</b> Rallies readers to draw on all that they know in order to work hard to solve tricky words. This work will push readers to focus on utilizing strong word solving habits, such as relying on meaning, phonics, looking across words, and being flexible. Students will learn that word solving takes careful monitoring. Teacher will coach students to cross-check sources of information while remaining flexible and persistent. Teacher will coach</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Rhyming</li> <li>● Isolating</li> <li>● Blending and Segmenting</li> <li>● Manipulating</li> <li>● Word Awareness</li> <li>● Alphabet practice</li> <li>● Preview pages and get their minds ready before reading.</li> <li>● Reread to make their voices smoother and to develop new understandings about the text.</li> <li>● Set goals and read more to get stronger.</li> <li>● Use clues from letter-sounds, pictures, and text to help them solve words</li> <li>● Use mental pictures to strengthen reading comprehension</li> <li>● Use strategies to coach reading partners</li> <li>● Provide some sense of closure in each narrative</li> <li>● Write narratives in which they</li> </ul>	9/18/23-11/8/23  Approximately 37 days

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		<p>students to cross-check sources of information while remaining flexible and persistent.</p> <hr/> <p><b>Bend 3:</b> <i>Partners Have Good Habits, Too</i> channels readers to draw on their growing repertoire of ways to read with partners, including before reading book introductions, during reading support, and after reading work, such as rereading to smooth out or retell.</p> <hr/> <p><b>Writing Workshop</b>  <i>Small Moments: Writing with Focus, Detail, and Dialogue:</i> Book 1 Students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to <i>breathe life into</i> the characters by making them talk, think, and interact. Writers will also be encouraged to write with proper use of writing conventions</p>	<p>recount two or more appropriately sequenced events</p> <ul style="list-style-type: none"> <li>● Write narratives including some details regarding what happened</li> <li>● Write narratives using temporal words to signal event order.</li> <li>● Write narratives which show a character's small actions, dialogue, and internal thinking</li> </ul>	
<b>Unit 2</b>	<p>RF.1.1, RF.1.2, RF.1.3, RF.1.4  RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.7, RL.1.10  RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.10  W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8  L.1.1, L.1.2, L.1.4, L.1.5,</p>	<p><b>PA/HFW:</b> Strengthen their skills in several key areas and phonological and phonemic awareness.  Learn 22 high frequency words through opportunity to practice reading and writing the words</p> <p><b>RW:</b> <i>Word Detectives: Use All They Know to Solve Words</i> Book 2)  At this critical time in the year, 1st graders are moving into reading texts with increased complexity and new words to solve at the turn of each page. Students can all be word detectives and use everything they know to work hard and solve all the tricky words in your books!" <b>Bend 1:</b> take on the role of word detectives-in-training, learning that, like a detective, readers are always on alert for problems and trouble, and do something to solve them. Students monitor their reading by locating difficult words, using what they know to try solving those words, and then checking their attempts before either trying again or moving on.  <b>Bend 2:</b> The focus of this bend is on high-frequency words. Children will learn how to increase their bank of high-frequency</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Rhyming/Locating rhymes</li> <li>● Isolating</li> <li>● Blending and Segmenting</li> <li>● Manipulating</li> <li>● Read with purpose and understanding</li> <li>● Ask and answer questions about key details in a text. <ul style="list-style-type: none"> <li>● Describe the connection between two individuals, events, ideas, or pieces of information.</li> </ul> </li> <li>● Identify the main topic and retell key details of a text</li> <li>● Slow down their reading and take time to envision information and infer so they can learn more from the text</li> </ul>	<p>11/13/23-1/19/24</p> <p>Approximately 39 days</p>

	<p>L.1.6 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p>	<p>words-and also to use the words they know to help solve unknown words. <b>Bend 3:</b> Focus on ways to use visual information effectively. Students will learn that word detectives look closely on words. This will require students to apply their phonics knowledge to solve words in continuous text, attending to blends and digraphs, common inflectional endings, syllable breaks, vowel combinations, common spelling patterns, contractions, and compound words. Students will continue to work on fluency skills as well. The unit then culminates with the opportunity to orchestrate all that they have learned to put their word-solving skills to the test and solve a mystery as a class.</p> <p><b>WW:</b> <i>How-To Books</i> (Kindergarden Book 3) Teach students how to teach something to an audience by drawing and writing a sequence of steps. Students will learn that one purpose of writing is to teach others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how-to-do something, in which case the writing is procedural. This unit focuses on the latter. Students describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know. The teacher can even look for occasions across the year to create class models. For instance, if the class creates playdough or popcorn together, this experience could be used as content for a shared How-To piece. In October, the class might carve a pumpkin and create a "How To Carve a Pumpkin" shared text. After the first fire drill, the teacher might want to create a how-to chart. The work you do during shared and interactive writing should be displayed to serve as a model for your How-To writers.</p>	<ul style="list-style-type: none"> <li>● Use strategies to figure out difficult words</li> <li>● Use a combination of drawing dictating, and writing to narrative a single event or several loosely linked events, told in a sequence</li> <li>● Write in steps</li> </ul>	
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<p><b>Unit 3</b></p>	<p>RF.1.1, RF.1.2, RF.1.3, RF.1.4          RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.9, RL.1.10          RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.9, RI.1.10          W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8          L.1.1, L.1.2, L.1.4, L.1.5, L.1.6          SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p>	<p><b>Phonological Awareness/HFW:</b> Solidify students' ability to blend, segment, and manipulate sounds through phonemic and phonological awareness reinforcement. Students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words</p> <p>Learn 24 high frequency words (snap words) and have opportunities to practice using those words. In each lesson, students are explicitly taught the word and then practice reading and writing the words.</p> <p><b>RW: <i>Learning About the World Nonfiction</i></b></p> <p>Introduce students to non-fiction texts, to be able to read about and learn about things in our world. The children will learn how to slow down their reading and take the time to envision the information and infer so they can learn more from the text. They will understand that when they read with fluency and expression, it will help them to understand and recall information from their books. Children will tackle difficult words in their books to keep on learning. They will share what they have learned about a topic and use the key words to help them.</p> <p><b>WW: <i>Nonfiction Chapter Books: Book 3 Bend 1:</i></b> Students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. Allowing students the opportunity to teach what they know. During this unit, students will be writing many information books about many different topics, choosing one to publish towards the end of the unit. <b>Bend 2:</b> Students will progress toward writing chapter books, which gives them opportunities to work on structuring their texts. This bend will also introduce many of the more common elements found in information books: how-to pages, stories, introductions, and conclusions. You will teach this new information in a more step-by-step fashion to support the complexity of the work.</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Making words</li> <li>● Onset/Rime Word Building</li> <li>● Writing and Reading by Analogy</li> <li>● Dictation</li> <li>● Blend &amp; Segment compound words</li> <li>● Read with purpose and understanding</li> <li>● Retell main idea</li> <li>● Discuss the key details in an informational piece</li> <li>● Produce a writing piece utilizing their knowledge of the writing</li> <li>● Write a complete grammatically correct sentence</li> <li>● Sequence Events</li> <li>● Discuss major events in a story as well as characters and setting.</li> <li>● Ask and answer questions about text</li> </ul>	<p>1/22/24-3/15/24</p> <p>Approximately 39 days</p>
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<b>Unit 4</b>	<p>RF.1.1, RF.1.2, RF.1.3, RF.1.4          RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.9, RL.1.10          RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.9, RI.1.10          W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8          L.1.1, L.1.2, L.1.4, L.1.5, L.1.6          SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p>	<p><b>PA/HFW:</b> Continues the advanced phonological awareness skills to solidify students' ability to blend, segment, and manipulate sounds. Over the course of this unit, students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words. This unit continues connecting phonological awareness. This unit specifically teaches vowel teams, like <i>ee, ea, ai, ay, ou, ow</i>, reinforces vowel teams, teaches -r controlled vowels, and listening to multisyllabic words. Learn 22 high frequency words through opportunity to practice reading and writing the words</p> <p><b>RW:</b> <i>Readers Have Big Jobs to Do: Fluency, Phonics &amp; Comprehension</i> Book 4: Students take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating to solve a problem, and then check to see that they got it right. The teacher will focus on strengthening and expanding students' word-solving strategies, adding more tools to their toolkits, and reminding students to draw from multiple sources of information in their problem solving. Children will learn how to use strategies in higher level texts, with longer, more complex words, maintaining</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Solidify their command of letters and sounds, short vowels, blends, digraphs, and vowel teams.</li> <li>● Envision a scene as they read, using pictures and words to make that movie in their mind</li> <li>● Pay close attention to the actions of the characters and dialogue</li> <li>● Practice fluent reading and expansion of repertoire of know words by rereading</li> <li>● Slow down to break mup longer words part by part</li> <li>● Stop at the first sign of trouble and try a strategy</li> <li>● Try ,many ways to figure out hard words since they know groups of words can make different sounds</li> <li>● Give several reasons for an opinion and provide supporting details fo these reasons</li> <li>● Provide some sense of closure</li> <li>● State an opinion and supply a</li> </ul>	<p>3/18/24-5/17/34</p> <p>Approximately 40 days</p>

		<p>meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words. <b>WW:</b> <i>Writing Reviews: Book 3</i> Students will learn that writing can give them a way to make and defend decisions and opinions. They will learn to write their judgments, their reasons for those judgments, and to organize their reasons, supplying supporting details. Specifically, students will 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. Writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It will also encourage students towards using and revising more complex sentences, using linking words. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p>reason for the opinion</p> <ul style="list-style-type: none"> <li>● Use checklists to make sure that every part of their writing is as strong as it can be</li> <li>● Write opinion pieces in which they introduce the topic or name the book they are writing about</li> <li>● Produce a writing piece utilizing their knowledge of the writing</li> <li>● Write complete grammatically correct sentences</li> <li>● Ask and answer questions about text</li> </ul>	
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## Unit Overview

### Content Area: English Language Arts

#### Unit 1: Fiction Reading and/Opinion Writing

Phonics, Phonemic Awareness, Vocabulary, Open-ended Questions

#### Target Course/Grade Level: 1

**Unit 1 Summary:** This unit is designed as an introduction to first grade reading workshop. The theme: readers have good habits. These habits are organized into three categories--habits for reading long and strong, habits for solving hard words, and habits for working with a partner--each corresponding to one of the three bends.

This unit begins with Bend I: Habits for Reading Long and Strong, which reminds readers that call on familiar habits at the beginning, in the middle, and at the end of the book. to read by taking a sneak peek at their books. Most importantly, you will establish structures, expectations, and values that will shape the work kids do during reading workshop.

Bend II, Habits for Tackling Hard Words, rallies readers to draw on all that they know in order to work hard to solve tricky words. This work will push readers to focus on utilizing strong word solving habits, such as relying on meaning, phonics, looking across words, and being flexible. Students will learn that word solving takes careful monitoring. The teacher will coach students to cross-check sources of information while remaining flexible and persistent.

Bend III: Partners Have Good Habits, Too channels readers to draw on their growing repertoire of ways to read with partners, including before reading book introductions, during reading support, and after reading work, such as rereading to smooth out or retell.

#### Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf>

#### 21<sup>st</sup> century themes:

**9.1 21<sup>st</sup>-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

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**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards.

For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do readers push themselves to read more?</li> <li>• What do readers think while they read?</li> <li>• How do readers make sense of the words on a page?</li> <li>• How do readers share books?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>• There are many ways that readers push themselves to read with enthusiasm and stamina.</li> <li>• Readers envision as they read.</li> <li>• Readers match the picture in their minds with the words on the page.</li> <li>• Readers talk about and share ideas about books with partners.</li> </ul>
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<p><b>Standard</b></p>	<p><b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b></p>
<p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• identify key details in a text (e.g. who, what, when, where, why, how)</li> <li>• ask questions about details in a text (e.g. who, what, when, where, why, how)</li> <li>• answer questions about details in a text (e.g. who, what, when, where, why, how)</li> </ul>

<p><b>RL.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</p>	<ul style="list-style-type: none"> <li>● key details are used to describe characters, settings, and major events.</li> <li>● identify characters, settings, and major events in a story</li> <li>● use key details to describe characters, settings, and major events</li> </ul>
<p><b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<ul style="list-style-type: none"> <li>● read to explore a wide range of text types</li> <li>● recognize the different types of texts when reading</li> <li>● explain differences between books that tell stories and books that give information</li> </ul>
<p><b>RL.1.10.</b> With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<ul style="list-style-type: none"> <li>● read and comprehend first grade level texts, with prompting and support</li> </ul>
<p><b>RI.1.1.</b> Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>● ask questions about key details in a text</li> <li>● answer questions about key details in a text</li> </ul>
<p><b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>● we can gain information from pictures or words in a text</li> <li>● identify information from pictures or other illustrations in a text</li> <li>● identify information from the words in a text</li> </ul>
<p><b>RI.1.10.</b> With prompting and support, read informational texts at grade level text complexity or above.</p>	<ul style="list-style-type: none"> <li>● read first grade texts with teacher support</li> <li>● comprehend first grade texts with teacher support</li> </ul>

<p><b>RF.1.1.</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>● there are distinguishing features, or parts, of a sentence.</li> <li>● recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)</li> </ul>
<p><b>RF.1.2.</b> 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> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>● every syllable must have a vowel sound</li> <li>● determine the number of syllables in a printed word</li> <li>● identify the vowel(s) in a syllable</li> <li>● there is a difference between long vowel words and short vowel words when someone is speaking</li> <li>● distinguish long from short vowel sounds in spoken single-syllable words</li> </ul>
<p><b>RF.1.2.</b> 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> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<ul style="list-style-type: none"> <li>● blend sounds together (including consonant blends) to make one syllable words when speaking</li> </ul>

<p><b>RF.1.2.</b> 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> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>● isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</li> </ul>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	<ul style="list-style-type: none"> <li>● there are grade-level skills we can use to decode words</li> <li>● there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)</li> </ul>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>● decode regularly spelled one-syllable words</li> </ul>
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> <li>● it is important to read grade-level text with sufficient accuracy and fluency to support comprehension</li> <li>● read grade-level text with purpose and understanding</li> </ul>

<p>A. Read grade-level text with purpose and understanding.</p>	
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.  B. Read grade-level text orally with accuracy, appropriate rate, and expression</p>	<ul style="list-style-type: none"> <li>● read grade-level text orally with accuracy, appropriate rate, and expression</li> </ul>
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.  C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>● use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
<p><b>W.1.1.</b> 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>	<ul style="list-style-type: none"> <li>● narrative writing can tell a story with two or more sequenced events</li> <li>● write narrative texts that tell the events in order</li> <li>● write narrative texts that contain details about the events in the story</li> <li>● use transition words to show the order of events</li> <li>● write conclusions (or endings) to narrative texts</li> </ul>

<p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>● with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question</li> <li>● with guidance and support from adults, recall information from experiences to answer a question</li> <li>● with guidance and support from adults, gather information from provided sources to answer a question</li> </ul>
<p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● conversations are focused on a topic or text</li> <li>● conversations involve listening to others with care, speaking one at a time, and responding to other’s ideas</li> </ul>
<p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>● ask questions about key details in something we heard</li> <li>● answer questions about key details in something we heard</li> </ul>
<p><b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation.</p>	<ul style="list-style-type: none"> <li>● speak in complete sentences</li> </ul>

<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.</p>	<ul style="list-style-type: none"> <li>• print all upper- and lowercase letters</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives.</p>	<ul style="list-style-type: none"> <li>• use frequently occurring adjectives</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<ul style="list-style-type: none"> <li>• use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>)</li> </ul>

<b>Formative Assessments:</b>	
<ul style="list-style-type: none"> <li>● Journal</li> <li>● Class discussion</li> <li>● Teacher observations</li> <li>● Do-Now's</li> <li>● Literary Projects</li> <li>● Vocabulary quizzes</li> <li>● Literature circles</li> <li>● Multiple choice tests</li> <li>● Timed readings/writings</li> <li>● Literature discussions/responses</li> <li>● Questioning</li> <li>● Learning/Response Logs</li> <li>● Peer/Self Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperative learning groups</li> <li>● Open-Ended Questions</li> <li>● Writer's Workshop</li> <li>● Writing Assignments</li> <li>● NJ Holistic Scoring Rubric</li> <li>● Teacher Conferences</li> <li>● Portfolios</li> <li>● Running Records</li> <li>● Presentations</li> <li>● Visual Representations</li> <li>● Kinesthetic Assessments</li> <li>● Individual Whiteboards</li> <li>● Constructive Quizzes</li> </ul>
<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Writers Workshop / Conferencing</li> <li>● Participation and Observation</li> <li>● Pre-test, test, and daily work.</li> <li>● District benchmark or interim assessments</li> <li>● End-of-unit or chapter tests</li> <li>● Anecdotal notes</li> </ul>	
<b><u>21st Century Life and Career Skills</u></b>	
X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.

X	CRP4. Communicate clearly and effectively and with reason.	
X	CRP5. Consider the environmental, social and economic impacts of decisions.	
X	CRP6. Demonstrate creativity and innovation.	
	CRP7. Employ valid and reliable research strategies.	
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
X	CRP9. Model integrity, ethical leadership and effective management.	
X	CRP10. Plan education and career paths aligned to personal goals.	
X	CRP11. Use technology to enhance productivity.	
X	CRP12. Work productively in teams while using cultural global competence.	
<b>Special Education/IEP</b>		<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction		Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
<b>ELL</b>		<b>Gifted &amp; Talented</b>
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts		Independent extension research projects Jigsaw cooperative learning activities Student choice

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<p><b>I&amp;RS/At Risk</b>  Alternative Assessments  Goal Setting with Students  Homework Options  Frequent Breaks  Tests Read Alouds</p>	<p>Cooperative Learning  Picture Vocabulary Wall  Anchor Charts of Concepts  Personal Maps  Change in Content, Process, Product  Flexible Grouping</p>	
<p><b>Equipment needed:</b></p> <ul style="list-style-type: none"> <li>● Computer with Internet access and projection capabilities</li> <li>● Student Computers</li> <li>● Whiteboards</li> <li>● Audio Materials (CDs, CD players)</li> <li>● Print Materials</li> <li>● Manipulatives</li> <li>● Journals</li> <li>● Sticky Notes</li> <li>● Graphic Organizers</li> <li>● Chart paper and chart stand</li> <li>● Smart Board</li> </ul> <p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>● Infuse various literary genres throughout this unit.</li> <li>● Start a writing portfolio for each student.</li> <li>● The following foundational skills should be developed continuously throughout the year:</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Make use of schema</li> <li>● Reread for clarification</li> <li>● Seeking meaning of unknown vocabulary</li> <li>● Make and revise predictions</li> <li>● Draw conclusions</li> </ul>		

- Make connections: text to text, text to self, text to world
- 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
- o 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.

### **Unit Overview**

**Content Area: Language Arts Literacy**

**Unit 2:** Fiction, Non-Fiction, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

**Target Course/Grade Level: 1**

**Unit 2 Summary:** Comprehension will continue and the interpretation of fiction and non-fiction text will be introduced. Communication of information on related themes will continue. Writing will be expanded to include informational writing pieces. The application of phonemic awareness and phonics in reading and writing will be ongoing.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

**21st century themes:**

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Learning Targets**

**Content Standards:**

<b>Number</b>	<b>Standard for Mastery</b>
RI.1.1	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.1.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.1.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.1.8	Describe how reasons support specific points the author makes in a text.
RI.1.9	Compare and contrast the most important points presented by two texts on the same topic.
W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.1.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.1.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.1.2	Recount or describe key ideas or details from 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 clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.1.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.1.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.1.4	Describe how characters in a story respond to major events and challenges.
RL.1.7	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.1.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.1.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.1.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

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	<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.1.5	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
W.1.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
SL.1.6	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are my strategies for reading text and how do I know they are working?</li> <li>• What skills and strategies can I use to become a more effective reader?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• How does understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning?</li> <li>• How do good writers use a repertoire of strategies that enables them to convey ideas and information?</li> </ul>

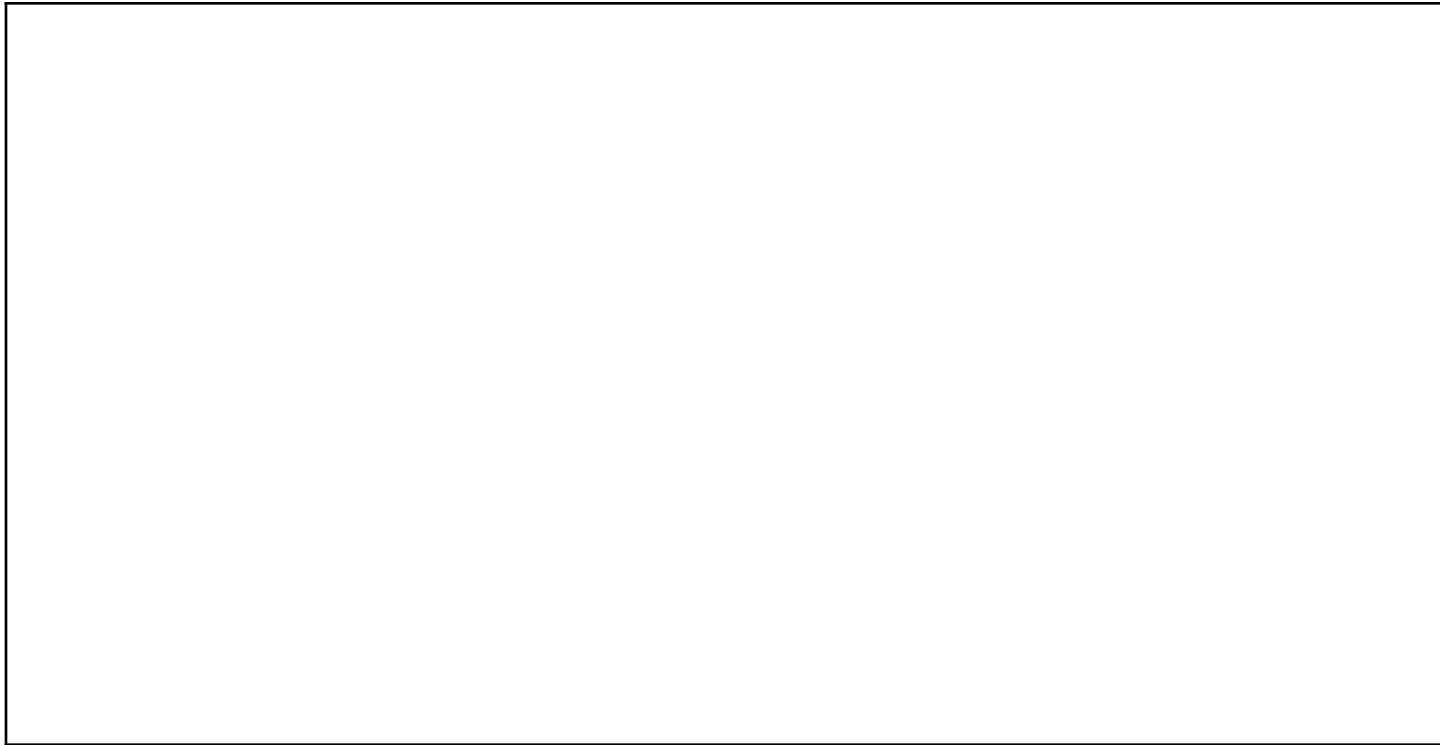
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| <ul style="list-style-type: none"><li>• How can we communicate ideas in a way that others will understand?</li></ul> |  |
|----------------------------------------------------------------------------------------------------------------------|--|

**Unit Target Objectives**

*Students will be able to...*

- Describe how characters in a story respond to major events and challenges.
- Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.
- Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
- Identify and use various text features (e.g., captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic.
- Identify the main purpose of a text and what the author wants to answer, explain, or describe.
- Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.
- Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. ai, ea, ee, ie, oa, oo).
- Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy).
- Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. ar, er, ir, or,ur).
- Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels.

<b>Evidence of Learning</b>
<b>Formative Assessments</b> See Unit 1
<b>Summative Assessments</b> See Unit 1 SL. 1.2,SL. 1.4 Assessed in this unit.
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> <ul style="list-style-type: none"><li>● <b>Follow all IEP modifications/504 plan</b></li><li>● See Unit 1</li></ul>
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>
<b>Teacher Notes:</b>



<b>Unit Overview</b>
<b>Content Area: English Language Arts</b>
<b>Unit 3:</b> FiNon-Fiction, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.
<b>Target Course/Grade Level: 1</b>
<b>Unit Summary:</b> Seeking mastery in reading and interpreting and the introduction to analyzing fiction and non-fiction text will be the focus. Writing will be expanded to include explanatory writing pieces. Writing and speaking using the conventions of the English grammar will be emphasized.

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**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:  
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**21<sup>st</sup> century themes:**

**9.1 21<sup>st</sup>-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  
<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Learning Targets**

**Content Standards:**

<b>Number</b>	<b>Standard for Mastery</b>
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words.

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	<p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</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>
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>

	<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>.)</p>
RL.1.1	<p>Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>
RL.1.3	<p>Describe how characters in a story respond to major events and challenges.</p>
RL.1.4	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
RL.1.5	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
RL.1.6	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.</p>

RL.1.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.1.4.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.1.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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
SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.1.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.1.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives.
L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do good readers interpret and analyze text to make it personally relevant and useful?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <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> </ul>

<ul style="list-style-type: none"> <li>● How do writers use the conventions of Standard English grammar to write for different purposes and audiences?</li> </ul>	<ul style="list-style-type: none"> <li>● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes.</li> </ul>
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<p><b>Unit Target Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe key details of a read text by asking questions such as who, what, where, when, why, and how.</li> <li>● Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures.</li> <li>● Describe how characters respond to major story events and challenges.</li> <li>● Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>● Describe the structure of a story including a description of the introduction and closing action.</li> <li>● Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.</li> <li>● Use print or digital text and illustrations to develop understanding of characters, setting, or plot.</li> <li>● Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors.</li> <li>● Determine the meaning of words and phrases in a text using text features and context clues.</li> <li>● Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy).</li> <li>● Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. ar, er, ir, or, ur).</li> <li>● Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels.</li> <li>● Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and common suffixes (e.g., -ful, -less, er)</li> </ul>
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<p><b>Evidence of Learning</b></p>
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<b>Formative Assessments</b> See Unit 1
<b>Summative Assessments</b> See Unit 1
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> Follow all IEP modifications/504 plan See Unit 1
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>
<b>Teacher Notes:</b> <ul style="list-style-type: none"><li>● <b>Suggestions for Informational Writing</b><ul style="list-style-type: none"><li>○ <b>How-To Book</b></li><li>○ <b>ABC Book</b></li><li>○ <b>Animal Report</b></li><li>○ <b>Biographies for Black History or Women’s History Month</b></li><li>○ <b>Interview</b></li><li>○ <b>Science Projects</b></li></ul></li><li>● <b>Infuse various literary genres throughout this unit.</b></li><li>● <b>Continue a writing portfolio for each student.</b></li></ul>

- The following foundational skills should be developed continuously throughout the year:  
See Unit 1

### Unit Overview

**Content Area: English Language Arts**

**Unit 4:** Fiction, Non-Fiction, Opinion, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

**Target Course/Grade Level: 1**

**Unit Summary:** Comprehension, interpretation, and analysis will continue in conjunction with the introduction of evaluating fiction and non-fiction text. Expansion of writing will include persuasive pieces. Exposure to various types of poetry through reading and writing will lead to the composition of individual pieces. Application of knowledge of grammar and usage in all areas of literacy will be applied.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:  
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**21<sup>st</sup> century themes:**

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**Learning Targets**

**Content Standards:**

Number	Standard for Mastery
L..4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word ( <i>e.g., happy/unhappy, tell/retell</i> ). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.1.4	Describe how words and phrases ( <i>e.g., regular beats, alliteration, rhymes, repeated lines</i> ) supply rhythm and meaning in a story, poem, or song.

RL.1. 5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.1. 7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.1. 9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.1.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.1.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Revised: July 2023  
Board Approved: August 2023

RI.2.5	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.1.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.1.8	Describe how reasons support specific points the author makes in a text.
RI.1.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.1.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.1.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Revised: July 2023  
Board Approved: August 2023

	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do good readers develop fluency and reading strategies for both decoding and comprehension?</li> <li>● How do good writers use the conventions of writing to convey meaning?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <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>● 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>● Through listening and speaking we will become clear and effective communicator.</li> </ul>

**Unit Target Objectives**

*Students will be able to...*

- Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the structure of a story, including a description of the introduction and closing action.
- Use print or digital text and illustrations to develop understanding of a story’s characters, setting, or plot.
- Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.
- Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.
- Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.
- Using informational texts, describe connections between scientific ideas or concepts.
- Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.
- Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

**Formative Assessments**

See Unit 1

**Summative Assessments**

See Unit 1

**Modifications (ELLs, Special Education, Gifted and Talented)**

Follow all IEP modifications/504 plan

See Unit 1

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

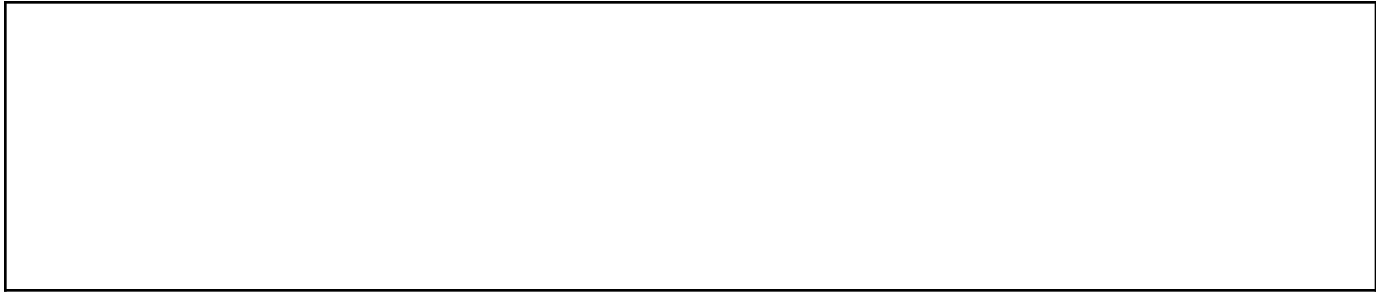
**Teacher Notes:**

- These genres lend themselves to Reader's Theater
- This would be a good opportunity to celebrate different cultures within your classroom.
- Infuse various literary genres throughout this unit.
- Continue a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

See Unit 1

Revised: July 2023

Board Approved: August 2023



**Unit Overview**

**Content Area: English Language Arts**

**Unit 5:** Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

**Target Course/Grade Level: 1**

**Unit Summary:** Comprehension, interpretation, analysis and evaluation of fiction and non-fiction text will lead to an appreciation of a variety of literary genres. Writing will be expanded to include reflective pieces. Command of the conventions of standard English grammar and usage when writing or speaking will be demonstrated.

**Primary interdisciplinary connections:**

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:  
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

**21<sup>st</sup> century themes:**

**9.1 21<sup>st</sup>-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  
<https://www.nj.gov/education/aps/cccs/career/>

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the

beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Learning Targets**

**Content Standards:**

Number	Standard for Mastery
RL.1.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.1.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.1.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
RL.1.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.1. 3	Describe how characters in a story respond to major events and challenges.
RL.1. 5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.1. 6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.
RL.1. 7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.1. 9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.1.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.1.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.1.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.1.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.1.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.1.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
W.1.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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., read a number of books on a single topic to produce a report; record science observations).
W.1.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.1.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.1.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Form and use frequently

Revised: July 2023  
Board Approved: August 2023

L.1.1	<p>occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
L.1.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely</p>

	related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do good readers connect knowledge from the text with their own background knowledge and experience to reflect and respond to text?</li> <li>● How do writers consider knowledge and experiences to write reflectively?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>● Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>● Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● A writer selects a form based on audience and purpose.</li> <li>● Rules, conventions of language, help the reader understand what is being communicated.</li> </ul>
<p><b>Unit Target Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.</li> <li>● Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures.</li> <li>● Describe how characters respond to major story events and challenges.</li> <li>● Describe the structure of a story, including a description of the introduction and closing action.</li> <li>● Read with expression, a change in voice tone and demeanor to acknowledge differences in characters’ point of view.</li> <li>● Use print or digital text and illustrations to develop understanding of a story’s characters, setting, or plot.</li> </ul>	

- Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.
- Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.
- Using informational texts, describe connections between technical procedures.
- Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.
- Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.
- Compare and contrast the most important points presented by two texts on the same topic.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels.
- Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er).
- Identify common irregularly spelled words (e.g., bread, love, would, could, their, there, none, both).
- Read grade-appropriate texts irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).
- Work with a group to research a topic and generate ideas for a writing project.
- Write a response to a question based on experiences recalled or information gathered from provided sources.
- Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.

- Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing.
- Produce, expand, and rearrange complete simple and compound sentences.
- Capitalize holidays, product names, and geographic names when writing.
- Use an apostrophe to form contractions and frequently occurring possessives when writing.
- Use learned spelling patterns to write words (e.g., cage-badge; boy-boil).
- Compare writing that is formal and writing that is informal.
- Determine the meaning of unfamiliar words and phrases using sentence-level context clues.
- Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.
- Identify real-life connections between words and their use (e.g., describe foods that are sweet).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Respond, one at a time, to topics of discussion regarding a read text, build on input provided by peers, and ask for additional information from peers as needed.
- Recount or describe key story details or facts of a text (shared orally or through other media).
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Speak in complete sentences when appropriate to task or situation in order to provide information to others.
- Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.
- Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.

Revised: July 2023  
Board Approved: August 2023

<b>Evidence of Learning</b>
<b>Formative Assessments</b> See Unit 1
<b>Summative Assessments</b> See Unit 1
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> Follow all IEP modifications/504 plan See Unit 1
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>

**Teacher Notes:**

- **These genres lend themselves to Reader's Theater**
- **This would be a good opportunity to celebrate different cultures within your classroom.**
- **Infuse various literary genres throughout this unit.**
- **Continue a writing portfolio for each student.**
- **The following foundational skills should be developed continuously throughout the year:**

**See Unit 1**