

BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 1

| PACING--> | UNIT #1 8 Weeks (September) | UNIT #2 8 Weeks (November) | UNIT #2.5 6 Weeks (January) |
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| TOPIC/THEME AND OBJECTIVES | <p style="text-align: center;">Becoming a Community of Readers and Writers</p> <p>Reading:</p> <ul style="list-style-type: none"> • Demonstrate proper book handling skills and use classroom library appropriately. • Read independently using repeated readings, patterned texts and picture cues after whole-class shared reading experiences. (RF.1.4.a) • Identify and demonstrate effective reading behaviors/habits (egg. choosing a location, appropriate volume, maintaining focus and building stamina). • Recognize that printed material can be organized by various characteristics (genre, reading level, etc.) (RL.1.5) • Explain major differences between books that tell stories and books that give information • Identify and model effective listening behaviors (egg. making eye contact, nodding thinking of questions to ask, responding). (SL.1.1.a) • Establish guidelines for discussion such as taking turns when speaking and building on other’s thoughts, feelings and opinions. (SL.1.1.a, SL.1.1.b, SL.1.1.c) • Express ideas and feelings clearly using appropriate tone and volume for the task and situation. (SL.1.4) • Produce complete sentences to share ideas when appropriate. (L.1.1.j, SL.1.6) • Recognize and show respectful behaviors for others’ perspectives during discussions. • Participate in independent and community reading experiences such as shared, | <p style="text-align: center;">Becoming a Good Reader Tell a Story with Pictures and Words</p> <p>Reading:</p> <ul style="list-style-type: none"> • Reread as necessary to confirm and self-correct word recognition and understanding. (RF.1.4.c) • Use letter sound information and pictures (visual), meaning (semantics), and/or language (syntax) to comprehend text. (RF.1.3.b, RF.1.4.c) • Monitor and self-correct to make sure reading makes sense. (RF.1.4.c) • Read text orally with accuracy, appropriate rate and expression. (RF.1.4.b) • Use punctuation to determine pacing and intonation. (RF.1.4.b) • Use cross-checking for reading strategies to confirm word recognition and meaning. (RF.1.4.c) • Match oral words to printed words. (RF.1.1.a) • Recognize and read high-frequency words with automaticity to aid comprehension. (RF.1.3.g) • Encode and decode words with common consonant digraphs (th, sh, wh, ph, ck) (RF1.3.a) • Encode and decode the graphic symbols for phonemes in initial medial and final positions. (CVC words) (RF1.3b) • Read grade level appropriate high frequency words in and out of context. (RF 1.3.g) • Identify and read words showing possessives. (RF 1.3f) | <p style="text-align: center;">Writing a Narrative</p> <ul style="list-style-type: none"> • Focus on a topic with guidance and support. (W.1.5) • Use strategies/organizers to plan a narrative piece of writing. (W.1.3) • Identify characters about whom to tell a story and include details to describe them. (W.1.3, R.1.3, SL.1.4) • Determine the setting of their piece and include information to communicate location and time to the reader. (W.1.3, R.1.3, SL.1.4) • Develop the problem to be solved or the goal to be achieved in a fictional narrative. (W.1.3, R.1.3, SL.1.4) • Compose a fictional narrative that includes character(s) setting problem, and solution, recounting two or more sequenced events. (W.1.3, SL.1.4) • Use temporal words (first, next, then). (W.1.3) • Add details, including illustration, to strengthen writing. (W.1.3, W.1.5, SL.1.5) • Plan a beginning, middle and end. (W.1.3) • Provide a sense of closure. (W.1.3) • Respond to questions and suggestions from peers/adults. (W.1.5) • Capitalize names of people. (L.1.2.a) • Use end punctuation. (L.1.2.b) • Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. (L.1.2.d) |

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| | <p>guided, partner and read aloud. (RL.1.10, RI.1.10)</p> <ul style="list-style-type: none"> • Establish reading goals (personal and/or community). • Establish guidelines for organization, structure, procedures and behaviors during small group and independent skill-based workstations/activities. • Identify and create a series of rhyming words. (RF 1.2.a) • Identify the word that does not rhyme in a series. (RF1.2a) • Identify words with matching initial, medial and final sounds. (RF 1.2.d) • Segment words into individual phonemes. (RF1.2d) • Isolate and produce initial, medial vowel and final sounds in words. (RF 1.2.d) • Add, delete or substitute initial, medial, final syllables and sounds to create new words (cow to how, cat to can) (RF 1.2) • Demonstrate understanding of the organization and basic features of print including that text is read left to right, top to bottom first word, capitalization and ending punctuation. (RF 1.1a) • Utilize proper spelling-sound correspondences for common consonant digraphs • Read grade-appropriate irregularly spelled words • Ask questions and respond to the comments of others through multiple exchanges • Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>Writing:</p> <ul style="list-style-type: none"> • Identify and demonstrate effective writing behaviors/habits. • Participate in group writing activities such as experience stories, interactive writing, shared, guided and independent writing. • Begin to share ideas for writing through talking, sharing and drawing. (W.1.5) | <ul style="list-style-type: none"> • Add, delete or substitute initial medial, final syllables and sounds to create new words. (RF1.2) • Blend individual phonemes to create words. (RF1.2b) • Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4.B) • Identify frequently occurring root words and their inflectional forms (look, looks, looked and looking) (L1.4.c) • Demonstrate understanding of the organization and basic features of print including that text is read left-to-right, top-to-bottom (directionality), first word, capitalization and ending punctuation. (RF.1.1.a) • Decode regularly spelled one-syllable words. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p>Writing:</p> <ul style="list-style-type: none"> • Focus on a topic with guidance and support. (W.1.5) • Use strategies/organizers to plan a narrative piece of writing. (W.1.3) • Identify characters about whom to tell a story and include details to describe them. (W.1.3, R.1.3, SL.1.4) • Determine the setting of their piece and include information to communicate location and time to the reader. (W.1.3, R.1.3, SL.1.4) • Develop the problem to be solved or the goal to be achieved in a fictional narrative. (W.1.3, R.1.3, SL.1.4) • Compose a fictional narrative that includes character (setting, problem, and solution, recounting two or more sequenced events. (W.1.3, SL.1.4) • Compose a narrative piece of writing recounting two or more sequenced events. • Share/read personal narrative writing with an audience throughout the writing process for the purpose of strengthening | <ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.e) • Identify and use frequently occurring adjectives to improve speaking and writing. (L.1.1.f) • Create basic sentences using subject/verb agreement in speaking and writing. (L.1.1.c) • Use frequently occurring conjunctions when speaking and writing. (L.1.1.g) <p>Phonics, Spelling, and/or Word Study</p> <ul style="list-style-type: none"> • Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Grammar</p> <ul style="list-style-type: none"> • Use conjunctions in forming sentences when speaking and writing. • Identify and use frequently occurring adjectives to improve speaking and writing. <p>Review:</p> <ul style="list-style-type: none"> • Capitalize names of people. • Use end punctuation. |
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| | <ul style="list-style-type: none"> • Apply the relationship between spoken word and print. (RF.1.1) • Use left-to-right, top-to-bottom (directionality) and use appropriate spacing between words. (RF.1.1) • Use simple sentences to convey ideas. (RF.1.a, L.1.1.j) • Continue to use pictures, developmental spelling or conventional text to create writing drafts. (SL.1.5) • With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details and correct end punctuation (e.g. exclamation marks) to sentences. • Begin to use basic punctuation and capitalization. (RF.1.1) • Demonstrate one-to-one correspondence when reviewing your writing. (RF.1.1.a) • Use pictures to aid and support the telling of a story. (SL.1.5) • Use letter/sound knowledge in attempt to stretch and write some words. (L.1.2.d) (L.1.2.e) • Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (SL.1.2.) (W.1.5) • Identify common, proper, and possessive nouns in a given passage (L.1.1.b) • Identify verbs in a given passage (L.1.1.e) • Create basic sentences using subject-verb agreement in speaking and writing. (L.1.1.c) • Print upper and lowercase letters. (L.1.1.a) • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce and expand complete simple and compound declarative, interrogative, | <p>the writing. (W.1..5, SL.1.1.A, SL.1.1.b, SL.1.2, SL.1.3, SL.1.6)</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, grammar, and spelling when writing. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Phonics, Spelling, and/or Word Study</p> <ul style="list-style-type: none"> • consonant digraphs (sh, th, wh, ch, ph) • beginning and ending blends short u, e, • Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. <p>Grammar</p> <ul style="list-style-type: none"> • Capitalize names of people. • Use end punctuation • Use common, proper and possessive nouns • Use verbs to convey a sense of past present and future. • Inflectional endings • root words • affixes | |
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| | <p>imperative, and exclamatory sentences in response to prompts.</p> <p>Phonics, Spelling, and/or Word Study</p> <ul style="list-style-type: none"> • Short vowel a, i and o. • Consonant digraphs (sh, wh, th, ch) consonant sounds <p>Grammar</p> <ul style="list-style-type: none"> • Nouns • Verbs • Sentences: declarative, exclamatory, interrogative, imperative • Produce complete sentences to share ideas. | | |
| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> | <ul style="list-style-type: none"> • How can we work together as a class, in small groups, and individually to become better readers? • What does a reading community look like and how do I recognize myself as an individual reader in the community? • Why is letter-sound correspondence important in reading and writing? • How can I manipulate sounds to make words? • To form a love of reading students must be engaged in a variety of texts. • Through modeled, shared, guided and independent reading experiences students develop their skills as readers and effectively communicate their thoughts and opinions • How can we work together as a class and individually to become better writers? • What does a writing community look like and how do I recognize myself as an individual writer in the community? • How do good writers convey their message? • Why is there structure to our language? • Writing serves many purposes, including entertaining, informing and persuading. • A strong writing community is built through sharing and respecting everyone's ideas. | <ul style="list-style-type: none"> • What reading strategies can we use to become a better reader? • How do readers construct meaning from text? • How does reading fluently and accurately help you understand what you read? • Fluent readers gain meaning by reading with expression and use various reading strategies throughout the reading process. • An effective reader must learn to decode print with automaticity, read texts fluently and accurately, and understand what has been read to gain meaning. • Readers must know and apply phonics and word analysis skill to decode print with automaticity to better comprehend text. • How do I use personal experiences to express and write stories? • How do I make my stories readable? • How do I effectively communicate my thoughts and feelings when speaking and writing? • A narrative story is a piece that uses a detailed sequence of events. • A personal narrative is generated from the writer's own life experiences and engages the reader. | <ul style="list-style-type: none"> • How do I create and organize a fiction piece of writing to include character, setting, problem, and solution? • How can I make my writing brighter and better? • How can I make sure my language sounds right? • Writers can generate fiction ideas from their own lives or reading mentor texts. • Fictional narratives include story elements such as characters, setting, problem, and solution. • Language has consistent patterns and rules when speaking and writing. |

| STANDARDS | READING: | READING: | Reading Literature (RL) |
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| | <p>Reading Literature (RL)</p> <p>NJSLSA.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.</p> <p><u>NJSLSA.RL.1.10</u> <u>With prompting and support, read and comprehend stories and poetry at grade level complexity or above</u></p> <p>Reading Info Text (RI)</p> <p><u>NJSLSA.RI.1.10</u> <u>With prompting and support, read informational texts at grade level text complexity or above.</u></p> <p>Reading Foundational Skills (RF)</p> <p><u>NJSLSA.RF.1.1</u> <u>Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</u></p> <p>NJSLSA.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>NJSLSA.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>NJSLSA.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>NJSLSA.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>NJSLSA.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>NJSLSA.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>NJSLSA.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>NJSLSA.RF.1.3.B</p> | <p>Reading Foundational Skills (RF)</p> <p><u>NJSLSA.RF.1.1</u> <u>Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</u></p> <p>NJSLSA.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>NJSLSA.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>NJSLSA.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>NJSLSA.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>NJSLSA.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>NJSLSA.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>NJSLSA.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>NJSLSA.RF.1.3.B</p> | <p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.1.3</u> <u>Describe characters, settings, and major events in a story, using key details.</u></p> <p>Writing (W)</p> <p>NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.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.</p> <p><u>NJSLSA.W.1.5</u> <u>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</u></p> <p>NJSLSA.W.1.8</p> |

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| | <p>NJSLSA.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>NJSLSA.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>NJSLSA.RF.1.3.B Decode regularly spelled one-syllable words.</p> <p><u>NJSLSA.RF.1.3.D</u> <u>Distinguish long and short vowels when reading regularly spelled one-syllable words.</u></p> <p>NJSLSA.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p> <p>NJSLSA.RF.1.4.A Read on-level text with purpose and understanding.</p> <p>Speaking & Listening (SL)</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> | <p>Decode regularly spelled one-syllable words.</p> <p><u>NJSLSA.RF.1.3.D</u> <u>Distinguish long and short vowels when reading regularly spelled one-syllable words.</u></p> <p>NJSLSA.RF.1.3.F Read words with inflectional endings.</p> <p>NJSLSA.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p> <p>NJSLSA.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.RF.1.4.A Read on-level text with purpose and understanding.</p> <p>NJSLSA.F.1.4.B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLSA.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Language (L)</p> <p>NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>NJSLSA.L.1.4.B</u> <u>Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-,</u></p> | <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>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).</u></p> <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional</p> |
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| | <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>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).</u></p> <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJSLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLSA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> | <p><u>pre-, -ful, -less) as a clue to the meaning of a word.</u></p> <p>NJSLSA.L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>NJSLSA.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>WRITING:</p> <p>NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>information or clarify something that is not understood.</p> <p>NJSLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLSA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language (L)</p> <p>NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>NJSLSA.L.1.1.F Use frequently occurring adjectives.</p> <p>NJSLSA.L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>NJSLSA.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
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| | <p>Language (L)</p> <p>NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>NJSLSA.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>NJSLSA.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.1.1.A Print all upper- and lowercase letters.</p> <p>NJSLSA.L.1.1.B Use common, proper, and possessive nouns.</p> <p>NJSLSA.L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>NJSLSA.L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>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).</u></p> <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>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).</u></p> <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.1.C</p> | <p>NJSLSA.L.1.2.A Capitalize dates and names of people.</p> <p>NJSLSA.L.1.2.B Use end punctuation for sentences.</p> <p>NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> |
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| | <p>NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>WRITING: NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>NJSLSA.W.1.5</u> <u>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</u></p> | <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJSLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLSA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Writing (W)</p> <p>NJSLSA.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.</p> <p><u>NJSLSA.W.1.5</u> <u>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</u></p> <p>NJSLSA.W.1.8</p> | |
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| | | <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Language (L)</p> <p>NJSLSA.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.1.2.A Capitalize dates and names of people.</p> <p>NJSLSA.L.1.2.B Use end punctuation for sentences.</p> <p>NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | |
| <p>INSTRUCTIONAL PROCEDURES</p> | <p>Whole Group</p> <p>Reading Model, shared and guided practice of:</p> <ul style="list-style-type: none"> - Appropriate speaking and listening - Procedures and routines - Choosing just-right books - Use of reading journals and/or logs <p>Posters/anchor charts (classroom listening/sharing rules, classroom procedures) Read aloud/Model texts Literacy centers Mini- lessons Choral reading of Poems and songs Sound/Picture/Object sort Word family activities Clapping and tapping activities VAKT activities- sand trays, skywriting, etc. Word ladders</p> | <p>Whole Group</p> <p>Reading Model, shared and guided practice of:</p> <ul style="list-style-type: none"> - Appropriate speaking and listening - Procedures and routines - Choosing just-right books - Use of reading journals and/or logs <p>Guided reading groups Mini-lessons Partner reading Language experience charts Big Books Leveled readers Think alouds Anchor charts Choral/echo and repeated readings Reading conferences Model and guided practice Shared reading</p> | <p>Whole Group</p> <p>Reading Model, shared and guided practice of:</p> <ul style="list-style-type: none"> - Appropriate speaking and listening - Procedures and routines - Choosing just-right books - Use of reading journals and/or logs <p>Posters/anchor charts (classroom listening/sharing rules, classroom procedures) Read aloud/Model texts Mini- lessons Choral reading of Poems and songs Sound/Picture/Object sort Word family activities Clapping and tapping activities VAKT activities- sand trays, skywriting, etc. Word ladders Word wall activities</p> |

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| | <p>Word wall activities Making words skill based workstations Writing prompts Journaling Shared, guided and independent writing/reading Author chair Morning message/question Think, pair, share Demonstrate proper book handling skills and use classroom library appropriately. Establish reading goals Making connections</p> <p>Phonics, Spelling, and/or Word Study Short vowel a, i and o. Consonant digraphs (sh, wh, th, ch) consonant sounds</p> <p>Grammar Nouns Verbs Sentences: declarative, exclamatory, interrogative, imperative Produce complete sentences to share ideas.</p> <p>Writing Write thoughts in complete sentences. Compare and contrast complete and incomplete sentences. Use appropriate spacing between words. Begin each sentence with a capital and end with correct punctuation.</p> <p>Writing prompts Mini-lessons Shared, guided, and independent writing Journaling Creative writing Author's Chair Writing prompts Mini-lessons Mentor texts/read alouds Morning Message Word Wall Think alouds/modeled writing</p> | <p>Poems and songs Read aloud/Model text Language experience charts Story maps sound/picture/ object sorts matching/memory games literature and rhymes clapping and tapping activities word families word ladders poems and songs word pairs sound detectives/ hunts tic tac toe literacy centers word wall language charts morning message word cluster or web modeled interactive and guided writing Making connections</p> <p>Phonics, Spelling, and/or Word Study consonant digraphs (sh, th, wh, ch, ph) beginning and ending blends short u, e, Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.</p> <p>Grammar Capitalize names of people. Use end punctuation Use common, proper and possessive nouns Use verbs to convey a sense of past present and future. Inflectional endings root words affixes</p> <p>Writing Mini lessons Sharing and discussion Think alouds/modeled writing Shared, guided, interactive writing Independent writing Word Wall Writing conferences</p> | <p>Making words skill based workstations Writing prompts Journaling Shared, guided and independent writing Author chair Morning message/question Think, pair, share Guided reading Retelling Making connections</p> <p>Phonics, Spelling, and/or Word Study Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Grammar Use conjunctions in forming sentences when speaking and writing. Identify and use frequently occurring adjectives to improve speaking and writing. Review: Capitalize names of people. Use end punctuation.</p> <p>Writing Mini lessons Sharing and discussion Think alouds/modeled writing Shared, guided, interactive writing Independent writing Word Wall Writing conferences Read aloud of mentor text Author's chair Sketching ideas with illustrations Journaling Sound/picture/object sort Written responses Morning message Daily oral language Songs, poems, literature and rhymes</p> |
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| | <p>Anchor charts</p> <p>Individual Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers</p> <p>Small Groups Group reading logs Skill-based workstations Guided reading groups Literacy centers</p> | <p>Read aloud from mentor text Author's chair Sketching ideas with illustrations Journaling Language experience charts Written responses Morning message Songs, poems, literature and rhymes</p> <p>Individual Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers</p> <p>Small Groups Group reading logs Skill-based workstations Guided reading groups Literacy centers</p> | <p>Individual Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers</p> <p>Small Groups Group reading logs Skill-based workstations Guided reading groups Literacy centers</p> |
| <p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p> | <p>Materials Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Calkins Journeys Reading Program Project Read/Orton Gillingham Fundamentals/Wilson Fountas & Pinnell Leveled Literacy Intervention System (LLI)</p> <p>Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic</p> | <p>Materials Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Calkins Journeys Reading Program Project Read/Orton Gillingham Fundamentals/Wilson Leveled Literacy Intervention System (LLI);Fountas & Pinnell</p> <p>Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic</p> | <p>Materials Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Calkins Journeys Reading Program Project Read/Orton Gillingham Fundamentals/Wilson Leveled Literacy Intervention System (LLI);Fountas & Pinnell Mentor Texts Calkins Units of Study/Curricular Plans 6+1 Traits Craft Lessons, Ralph Fletcher Using Picture Books to Teach Writing with the Traits, Culham & Couto</p> <p>Leveled Texts/readers: Journeys</p> |

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| | | | Rigby Wright National Geographic Scholastic |
| ASSESSMENTS | <p>Formative Running records Check lists Reflection Anecdotal records Teacher observations Project Read/Orton-Gillingham Sight words Journeys weekly assessments LLI Student participation Workstation/literacy center completion/checklist Teacher observation Writing checklist Writing conference Writing assessments Writing portfolio Skill sheets Performance tasks: sorting literacy center activities</p> <p>Summative Dibels/DRA/BAS Project Read/Orton-Gillingham Sight words Journey's Unit test Comprehension assessments Word Sorts</p> <p>Benchmark Dibels/DRA/BAS/MAP/Words Their Way/Rigby</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Belvidere/Harmony Journeys Benchmarks</p> <p>Alternative</p> | <p>Formative Running records Check lists/folders Reflection Anecdotal records Teacher observations Project Read/Orton-Gillingham Sight words Journeys weekly assessments LLI Work samples Student participation NJ Model curriculum writing continuum NJ Model curriculum story rubric Writing conferences Graphic organizers Writing portfolio Writing checklist Rubrics Fictional narrative published piece (Fantasy or Realistic) Reading/writing conferences Workstation/literacy center DRA</p> <p>Summative Dibels/DRA/BAS Project Read/Orton-Gillingham Sight words Journey's Unit test Comprehension Assessments Word Sorts</p> <p>Benchmark Dibels/DRA/BAS/MAP/Rigby/Words Their Way Writing portfolio NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> | <p>Formative Running records Check lists Reflection Anecdotal records Teacher observations Project Read/Orton-Gillingham Sight words Journeys weekly assessments LLI Work samples Student participation Writing samples Teacher observation Writing checklist Writing conferences Graphic organizers</p> <p>Summative Dibels/DRA/BAS Project Read/Orton-Gillingham Sight words Journey's Unit test Comprehension Assessments Word Sorts</p> <p>Benchmark Dibels/DRA/BAS/MAP/Rigby/Words Their Way Writing portfolio NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>NJ story rubric NJ Model curriculum oral rubric</p> <p>Belvidere/Harmony Journeys Benchmarks</p> <p>Alternative Performance task/project-based</p> |

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| | Performance task/project-based | NJ Model Curriculum Rubric, reading narrative NJ Model Curriculum unit 1 retelling rubric Narrative NJ Model Curriculum unit 4 Task 4 Oral language rubric NJ Model Curriculum Writing Task: Sentence dictation NJ Model Curriculum Phonemic Awareness and Word Reading Reading Development Continuum-NJ Model Curriculum <u>Belvidere/Harmony</u> Journeys Benchmarks <u>Alternative</u> Performance task/project-based | |
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| <p>ACCOMMODATIONS</p> | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner <p><u>ELL</u></p> <ul style="list-style-type: none"> - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) - Decreasing the amount of work presented or required - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - clarifying key vocabulary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Tutoring by peers - Choice of books or activities - Goal setting with students | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner <p><u>ELL</u></p> <ul style="list-style-type: none"> - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) - Decreasing the amount of work presented or required - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - clarifying key vocabulary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Tutoring by peers - Choice of books or activities - Goal setting with students | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner <p><u>ELL</u></p> <ul style="list-style-type: none"> - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) - Decreasing the amount of work presented or required - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - clarifying key vocabulary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Tutoring by peers - Choice of books or activities - Goal setting with students |
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| | <ul style="list-style-type: none"> - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental material <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Games and tournaments - Independent research and projects Interest groups - Multiple intelligence options - Extended activities - Tiered activities/assignments - Visible learning <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery/assessment - Assistive technology - Behavior management plan - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment format/test - Preferential seating - Secure attention before giving instruction/directions - Reading buddies - Varied supplemental materials | <ul style="list-style-type: none"> - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental material <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Games and tournaments - Independent research and projects Interest groups - Multiple intelligence options - Extended activities - Tiered activities/assignments - Visible learning <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery/assessment - Assistive technology - Behavior management plan - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment format/test - Preferential seating - Secure attention before giving instruction/directions - Reading buddies - Varied supplemental materials | <ul style="list-style-type: none"> - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental material <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Games and tournaments - Independent research and projects Interest groups - Multiple intelligence options - Extended activities - Tiered activities/assignments - Visible learning <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery/assessment - Assistive technology - Behavior management plan - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment format/test - Preferential seating - Secure attention before giving instruction/directions - Reading buddies - Varied supplemental materials |
| <p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking |

- Problem Solving
- Communication
- Collaboration
- Information Literacy
- ICT (Information, Communication and Technology)

Technology Integration

- Smartboard
- iPads
- Chromebooks
- eSpark <https://www.esparklearning.com/>
- <https://www.storybots.com/>
- www.pebblego.com
- www.readwritethink.org
- <http://storytimeforme.com/> (online stories) <http://www.storylineonline.net/> (online stories)
- <http://kidsblogs.nationalgeographic.com/lit/lekids>
- <http://kids.nationalgeographic.com/kids/?source=NavKidsHome>
- <http://nationalzoo.si.edu/>
- <http://www.readinglady.com>
- www.pinterest.com (online pin board)
- www.teacherspayteachers.com (open marketplace)
- www.havefunteaching.com (worksheets, activities, etc.)
- <http://tc.readingandwritingproject.com/> (teacher resource)
- <http://teacher.scholastic.com/writeit/>
- <http://jenniferjacobson.com/> (writing)
- www.abcya.com (free computer games and activities)
- www.starfall.com (free systematic & interactive website)
- <http://www.proteacher.com/070000.shtml>
- <http://www.readingresource.net/>
- <http://www.readingrockets.org/> (teacher resource)
- <http://www.nwp.org/cs/public/print/doc/resources.csp> (resources - White)
- <http://www.unitsofstudy.com/> Lucy Calkins

Career Education

- Agriculture, Food & Natural Resources

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- www.pebblego.com
- www.readwritethink.org
- <http://storytimeforme.com/> (online stories)
- <http://www.storylineonline.net/> (online stories)
- <http://kidsblogs.nationalgeographic.com/lit/lekids/>
- <http://kids.nationalgeographic.com/kids/?source=NavKidsHome>
- <http://nationalzoo.si.edu/>
- <http://www.readinglady.com>
- www.pinterest.com (online pin board)
- www.teacherspayteachers.com (open marketplace)
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- <http://kidsblogs.nationalgeographic.com/lit/lekids/>
- <http://kids.nationalgeographic.com/kids/?source=NavKidsHome>
- <http://nationalzoo.si.edu/>
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| | <ul style="list-style-type: none"> - Arts, A/V Technology & Communications - Education & Training - Finance - Government & Public Administration - Health Science - Human Services - Law, Public Safety, Corrections & Security - Manufacturing - Science, Technology, Engineering & Mathematics (STEM) | <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Arts, A/V Technology & Communications - Education & Training - Finance - Government & Public Administration - Health Science - Human Services - Law, Public Safety, Corrections & Security - Manufacturing - Science, Technology, Engineering & Mathematics (STEM) | <p>Career Education</p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Arts, A/V Technology & Communications - Education & Training - Finance - Government & Public Administration - Health Science - Human Services - Law, Public Safety, Corrections & Security - Manufacturing - Science, Technology, Engineering & Mathematics (STEM) |
| PACING--> | UNIT #3 6 Weeks (February) | UNIT #4 6 Weeks (April) | UNIT #5 4 Weeks (May) |
| TOPIC/THEME AND OBJECTIVES | <p style="text-align: center;">Drama Reading Literature</p> <ul style="list-style-type: none"> • Students will be able to read and analyze a drama and its textual features. • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Students will be to analyze the extent to which a filmed or live production of a drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. • Students will be able to produce an expository piece that demonstrates their understanding of this analysis. • Analyze how differences in the points of view of the characters and the audience | <p style="text-align: center;">Opinion Writing Reading Informational Text</p> <p>WRITING:</p> <ul style="list-style-type: none"> • Recall information from experiences or gather information from resources to offer an opinion on a topic through writing. (W.1.1) • Use strategies/organizers to plan an opinion piece of writing. (W.1.1) • Gather information from multiple resources to inform/explain a topic through writing. (W.1.1) • Compose an opinion piece that names a topic/book, states an opinion, and supplies reasons. (W.1.1, SL.1.4) • Provide a sense of closure. (W.1.1) • Respond to questions and suggestions from peers/adults. (W.1.5) • Capitalize names of people and months of the year. (L.1.2.a) • Use end punctuation. (L.1.2.b) • Use commas in dates and in a series. (L.1.2.c) • Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. (L.1.2.d) • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.e) | <p style="text-align: center;">Research Reading informational text</p> <ul style="list-style-type: none"> • Participate in shared research and writing project (W.1.7, W.1.8) • Research information about a topic by exploring several sources. (W.1.8) • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Use strategies/organizers to plan research-based writing. (W.1.2) • Gather information from resources to inform/explain a topic through writing. (W.1.2) • Compose a research-based piece that names a topic and gives facts about it. (W.1.2, SL.1.4) • Provide a sense of closure. (W.1.2) • Respond to questions and suggestions from peers/adults. (W.1.5) • Capitalize names of people and months of the year. (L.1.2.a) • Use end punctuation. (L.1.2.b) • Use commas in dates and in a series. (L.1.2.c) |

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| | <p>or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <ul style="list-style-type: none"> • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. • Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • Identify and compare the features of fictional and informational texts. (RL.1.5) • Ask and answer questions about important details in texts. (RL.1.1, SL.1.2, SL.1.3) • Identify beginning, middle and end of a story. (RL.1.2) • Retell stories including key details. (RL.1.2) • Identify the central message or lesson of a story. (RL.1.2) • Identify story elements (characters, setting, events) in a text. (RL.1.3) • Describe story elements in a text using key details. (RL.1.3) • Use the three types (text to self, text to text, text to world) of connections to enhance comprehension. • Use schema to make appropriate connections. • Ask questions to clarify meaning. (SL.1.3) | <ul style="list-style-type: none"> • Use appropriate prepositions to expand thoughts in speaking and writing • Use standard English conventions when writing. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>READING:</p> <ul style="list-style-type: none"> • Identify and compare the features of fictional and informational texts. (RL.1.5) • Ask and answer questions about important details in texts. (RL.1.1, SL.1.2, SL.1.3) • Use facts in texts to answer questions about the topic. (RI.1.1, RI.1.2) • Identify the main topic and retell important details. (RI.1.2) • Make connections between two individuals, events, ideas or pieces of information in texts. (RI.1.2) • Ask and answer questions to determine the meaning of words and phrases in texts. (RI.1.4) • Know and use text features to find information about a topic. (RI.1.5) • Distinguish between information provided by pictures/illustrations and information provided by the words. (RI.1.6) • Use illustrations and details in a text to describe its key ideas. (RI.1.6, RI.1.7) • Identify reasons an author gives to support points in a text. (RI.1.8) • Identify similarities and differences between two texts on the same topic. (RI.1.9) • Use the three types (text to self, text to text, text to world) of connections to enhance comprehension. • Use schema to make appropriate connections. • Ask questions to clarify meaning. (SL.1.3) | <ul style="list-style-type: none"> • Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. (L.1.2.d) • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.e) • Use a variety of digital tools to produce and publish writing with guidance and support from adults. (W.1.6) • Share/read their research report with an audience throughout the writing process for the purpose of strengthening the writing. (W.1.5, SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.3, SL.1.6) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p><u>Phonics, Spelling, and/or Word Study</u> Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Grammar</u> Capitalize names of people and months of the year. Use end punctuation. Use commas in dates and in a series.</p> |
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| | <ul style="list-style-type: none"> • Use words, phrases, and senses to understand the feeling of a story or poem. (RL.1.4) • Identify who is telling the story at various points. (RL.1.6) • Use illustrations and details in a text to describe the story elements. (RL.1.7, SL.1.5) • Compare and contrast characters' experiences in stories. (RL.1.9) • Read a variety of poetry and fictional texts at an appropriate level. (RF.1.4.a, RL.1.10) • Use effective listening behaviors (eg. making eye contact, nodding thinking of questions to ask, responding). (SL.1.1.a) • Demonstrate appropriate use of guidelines for discussion such as taking turns when speaking and building on other's thoughts, feelings and opinions. (SL.1.1.a, SL.1.1.b, SL.1.1.c) • Express ideas and feelings clearly using appropriate tone and volume to task and situation. (SL.1.4) • Produce complete sentences to share ideas when appropriate. (L.1.1.j, SL.1.6) • Recognize and respect others' perspectives during discussions. • Participate in independent and community reading experiences and collaborative discussions in shared, guided, partner, independent and read aloud. (RL.1.10, RI.1.10, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.6) • Use sentence level context as a clue to the meaning of a word or phrase. (L.1.4a) • Sort words into categories. (L.1.5.a) • Identify words using real life connections. (L.1.5.c) • Distinguish shades of adjectives differing intensity. (L.1.5.d) • Use frequently occurring conjunctions to signal simple relationships. (L.1.6) • Demonstrate understanding of words with final -e and words with common vowel teams. (RF 1.3c) | <ul style="list-style-type: none"> • Read a variety of informational text at an appropriate level. (RF.1.4.a, RI.1.10) • Use effective listening behaviors (e.g. making eye contact, nodding thinking of questions to ask, responding). (SL.1.1.a) • Demonstrate appropriate use of guidelines for discussion such as taking turns when speaking and building on other's thoughts, feelings and opinions. (SL.1.1.a, SL.1.1.b, SL.1.1.c) • Express ideas and feelings clearly using appropriate tone and volume to task and situation. (SL.1.4) • Produce complete sentences to share ideas when appropriate. (L.1.1.j, SL.1.6) • Recognize and respect others' perspectives during discussions. • Participate in independent and community reading experiences and collaborative discussions in shared, guided, partner, independent and read aloud. (RL.1.10, RI.1.10, SL.1.1.a, SL.1.1.b, SL.1.1.c, SL.1.6) • Distinguish shades of meaning among verbs. (L.1.5.d) • Show recognition of two-syllable words by dividing words into syllables. (RF .1.3.e) • Retell stories and demonstrate understanding of their central message or lesson. • Define words by category and by one or more key attributes. • Distinguish long from short vowel sounds in spoken single-syllable words. • Recognize and read grade-appropriate irregularly spelled words. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Know and use various text features to locate key facts or information in a text. • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | |
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| | <ul style="list-style-type: none"> Count the syllables in printed multisyllabic words. (RF. 1.3.d) Demonstrate understanding that every syllable must have a vowel sound. (RF .1.3.d) Sort and read words with inflectional endings. (RF .1.3.f) Read grade level appropriate high frequency words with automaticity in and out of context. (RF.1.3.g) Segment words into onset/rime. (Rf 1.1.2.d) Isolate and produce initial, medial vowel and final sounds in words. (RF.1.2.d) Listen and identify the number of syllables in a word. (Rf .1.2) Distinguish long from short vowels. (RF 1.2.a) Determine central ideas or themes of a text and analyze their development Summarize key supporting details and ideas of a text. <p><u>Phonics, Spelling, and/or Word Study</u></p> <ul style="list-style-type: none"> Beginning and ending consonant blends. Read and write words with final -e. Distinguish long from short vowels. Count the syllables in printed multisyllabic words. Demonstrate understanding that every syllable must have a vowel sound. Blend syllables to make words. Segment words into syllables. <p><u>Grammar</u></p> <ul style="list-style-type: none"> adjectives contractions Adverb | <p><u>Phonics, Spelling, and/or Word Study</u></p> <ul style="list-style-type: none"> Antonyms synonyms Homophones homonyms fact and opinion parts of a letter Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p><u>Grammar</u></p> <ul style="list-style-type: none"> Capitalize names of people and months of the year. Use end punctuations. Use commas in dates and in a series. Use appropriate prepositions to expand thoughts in speaking and writing. | |
| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> | <ul style="list-style-type: none"> Why would an author use the genre of drama instead of a narrative to tell a story? How does visualizing the action and the interaction between characters help you comprehend the story better? | <ul style="list-style-type: none"> How can reading informational text help us to explore and understand our world? How do the features of informational text help us to find, understand, and apply important information? | <ul style="list-style-type: none"> How do I organize and write information about a topic? How can I use writing to teach others what I know and/or have learned? Research writing is based on information gathered from sources other than the |

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| | <ul style="list-style-type: none"> • Students will understand the elements of drama to enhance their comprehension of the genre. • Students will understand that there are various interpretations of a given piece of literature. • How do readers construct meaning from a text? • How does retelling help a reader make sense of a story? • How can I require a robust vocabulary? • Students will understand that the main purpose of reading literature is to entertain the reader. • Effective readers monitor their reading to ensure understanding of text. • Building a robust vocabulary assists in listening and reading comprehension. | <ul style="list-style-type: none"> • How do readers focus their thinking in order to better understand informational text? • Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study. • Readers read informational texts to gain knowledge to help understand our world and ourselves. • Features of informational texts help readers to navigate, understand, and apply important information. • How can I share my opinion and even convince someone to change his/her opinion? • An opinion is what you think or believe about something. • An opinion can be stated in a variety of formats. • To communicate and persuade others of an opinion you must support with reasons. | <p>writer's own imagination or everyday experiences.</p> |
| <p>STANDARDS</p> | <p>Reading Literature (RL)</p> <p>NJSLSA.RL.1.1 Ask and answer questions about key details in a text.</p> <p>NJSLSA.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>NJSLSA.RL.1.3</u> <u>Describe characters, settings, and major events in a story, using key details.</u></p> <p>NJSLSA.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>NJSLSA.RL.1.5 Explain major differences between books that tell stories and books that give information,</p> | <p>Reading Literature (RL)</p> <p>NJSLSA.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>NJSLSA.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.</p> <p>Reading Informational Text (RI)</p> <p>NJSLSA.RI.1.1 Ask and answer questions about key details in a text.</p> <p>NJSLSA.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>NJSLSA.RI.1.3</p> | <p>Writing (W)</p> <p>NJSLSA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> |

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| <p>drawing on a wide reading of a range of text types.</p> <p>NJSLSA.RL.1.6 Identify who is telling the story at various points in a text.</p> <p>NJSLSA.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>NJSLSA.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>NJSLSA.RL.1.10</u> <u>With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</u></p> <p>Writing (W)</p> <p>NJSLSA.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.</p> <p><u>NJSLSA.W.1.5.</u></p> <p><u>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.</u></p> <p>NJSLSA.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.</p> <p>NJSLSA.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).</p> | <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLSA.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>NJSLSA.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>NJSLSA.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>NJSLSA.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p><u>NJSLSA.RI.1.8</u> <u>Identify the reasons an author gives to support points in a text and explain the application of this information with prompting, as needed.</u></p> <p>NJSLSA.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><u>NJSLSA.RI.1.10</u> <u>With prompting and support, read informational texts at grade level text complexity or above.</u></p> <p>Reading Foundational Skills (RF)</p> <p><u>NJSLSA.RF.1.2</u> <u>Demonstrate understanding of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound</u></p> | <p>NJSLSA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.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.</p> <p><u>NJSLSA.W.1.5</u> <u>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</u></p> <p>NJSLSA.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.</p> <p>NJSLSA.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to"</p> |
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| | <p>NJSLSA.W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Reading Foundational Skills (RF)</p> <p><u>NJSLSA.RF.1.2</u> <u>Demonstrate understanding 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.</u></p> <p>NJSLSA.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>NJSLSA.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>NJSLSA.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>NJSLSA.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><u>NJSLSA.RF.1.3.E</u> <u>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</u></p> <p>NJSLSA.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p> | <p><u>to determine the number of syllables in a printed word.</u></p> <p>NJSLSA.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>NJSLSA.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>NJSLSA.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><u>NJSLSA.RF.1.3.E</u> <u>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</u></p> <p>NJSLSA.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p> <p>NJSLSA.RF.1.4.A Read on-level text with purpose and understanding.</p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>Follow agreed-upon norms for discussions (e.g., listening to others</u></p> | <p>books on a given topic and use them to write a sequence of instructions).</p> <p>NJSLSA.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>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).</u></p> |
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| | <p>NJSLSA.RF.1.4.A Read on-level text with purpose and understanding.</p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJSLSA.SL.1.1.A</u> <u>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).</u></p> <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJSLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLSA.SL.1.5</p> | <p><u>with care, speaking one at a time about the topics and texts under discussion).</u></p> <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJSLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLSA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language (L)</p> <p>NJSLSA.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>NJSLSA.L.1.5.B</p> | <p>NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJSLSA.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJSLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLSA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language (L)</p> <p>NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
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| | <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Language (L) NJSLSA.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>NJSLSA.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>NJSLSA.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>NJSLSA.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> | <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>NJSLSA.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>WRITING: NJSLSA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p> | <p>NJSLSA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.1.2.A Capitalize dates and names of people.</p> <p>NJSLSA.L.1.2.B Use end punctuation for sentences.</p> <p>NJSLSA.L.1.2.C Use commas in dates and to separate single words in a series.</p> <p>NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>NJSLSA.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> |
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day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4

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

NJSLSA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.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.

NJSLSA.W.1.5

With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

NJSLSA.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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| | | <p>NJLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>NJLSA.SL.1.1.A</u> <u>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).</u></p> <p>NJLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>NJLSA.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJLSA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJLSA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>NJLSA.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJLSA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJLSA.SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>NJLSA.L.1.1.I</p> | |
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| | | <p>Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>NJSLSA.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.1.2.A Capitalize dates and names of people.</p> <p>NJSLSA.L.1.2.B Use end punctuation for sentences.</p> <p>NJSLSA.L.1.2.C Use commas in dates and to separate single words in a series.</p> <p>NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | |
| <p>INSTRUCTIONAL PROCEDURES</p> | <p><u>Whole Group</u></p> <p><u>Reading- Drama</u> Produce journal responses to writing prompts Respond to quick writes Complete KWL Chart Complete Give One-Get One Research background information on historical, social or cultural context of the play. Analyze the structure of dramatic prose (stage directions, dialogue formatting) Silent and oral reading of dramatic prose Use Venn Diagram to compose a compare and contrast essay. Participate in class discussions Participate in Reader's Theater Generate Reader's Theater script from familiar text Visualize Use scheme and inference</p> | <p><u>Whole Group</u></p> <p><u>Reading- Informational Text</u> Mini-lessons Guided reading groups Shared reading Independent reading Think alouds Graphic organizers: facts, compare and contrast, story maps/Venn diagrams Posters/anchor charts (classroom listening/sharing) Questions and responses Read aloud/model texts Reading journals/written response Skill-based workstations Flexible grouping Partner reading Partner/pair share</p> | <p><u>Whole Group</u> Retelling Wondering Visualizing Making connections Using schema Shared reading Think alouds Graphic organizers Partner reading partner/pair share Literacy centers Independent reading Mini lessons Poems and songs Guided reading groups</p> <p><u>Small Groups</u> <u>Phonics, Spelling, and/or Word Study</u></p> |

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| | <p><u>Reading- Literature</u> Story maps Sound/picture/ object sorts Matching/memory games Literature and rhymes Clapping and tapping activities Word families Word ladders Poems and songs Word pairs Sound detectives/ hunts Literacy centers Word wall Language charts Morning message Word cluster or web Modeled interactive and guided writing Read aloud/Model texts Reading journals/Written response Skill-based workstations Flexible grouping Partner reading Partner/Pair share Comprehension rubrics Story retellings Language experience charts Mini-lessons Guided reading groups Shared reading Independent reading Think alouds Graphic organizers/story maps Posters/Anchor charts classroom listening/sharing Questions and Response</p> <p><u>Phonics, Spelling, and/or Word Study</u> Beginning and ending consonant blends. Read and write words with final -e. Distinguish long from short vowels. Count the syllables in printed multisyllabic words. Demonstrate understanding that every syllable must have a vowel sound. Blend syllables to make words.</p> | <p>Text browsing (locate parts of a text) Connection drawings Computer-based lessons and activities Multisensory activities Sound/picture/ object sorts Matching/memory games Literature and rhymes Clapping and tapping activities Word families Word ladders Poems and songs Word pairs Sound detectives/ hunts Literacy centers Word wall Language charts Morning message Word cluster or web Modeled interactive and guided writing VAKT activities (sand trays, wikki sticks, skywriting) Syllable sorts Wondering Retelling Schema Explore nonfiction features visualize</p> <p><u>Phonics, Spelling, and/or Word Study</u> Antonyms synonyms Homophones homonyms fact and opinion parts of a letter Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Grammar</u> Capitalize names of people and months of the year. Use end punctuations. Use commas in dates and in a series.</p> | <p>Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Grammar</u> Capitalize names of people and months of the year. Use end punctuation. Use commas in dates and in a series. Identify homonyms, homophones, antonyms and synonyms</p> <p><u>Writing- Research</u> Writing mini lessons Sharing and discussion Exploring various sources on a topic Word walls Shared writing Independent writing Writing conferences Read aloud of mentor text Author's chair Guided reading of informational texts Research projects</p> <p><u>Individual</u> Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers</p> <p><u>Small Groups</u> Group reading logs Skill-based workstations Guided reading groups Literacy centers</p> |
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| | <p>Segment words into syllables.</p> <p><u>Grammar</u> adjectives contractions Adverb</p> <p><u>Individual</u> Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers</p> <p><u>Small Groups</u> Group reading logs Skill-based workstations Guided reading groups Literacy centers</p> | <p>Use appropriate prepositions to expand thoughts in speaking and writing.</p> <p><u>Writing-Opinion Writing:</u> Writing mini lesson Sharing and discussion Journal responses Modeled writing Shared and interactive writing Writing conferences Read aloud of mentor text Author's chair Independent writing Book reviews/reports Use technology</p> <p><u>Individual</u> Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers</p> <p><u>Small Groups</u> Group reading logs Skill-based workstations Guided reading groups Literacy centers</p> | |
| <p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p> | <p><u>Materials</u> Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Caulkins Journeys Reading Program Project Read/Orton Gillingham Foundations/Wilson Leveled Literacy Intervention System (LLI);Fountas & Pinnell</p> | <p><u>Materials</u> Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Caulkins Journeys Reading Program Project Read/Orton Gillingham Foundations/Wilson Leveled Literacy Intervention System (LLI);Fountas & Pinnell Leveled readers</p> | <p><u>Materials</u> Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Caulkins Journeys Reading Program Project Read/Orton Gillingham Fundamentals/Wilson Leveled Literacy Intervention System (LLI);Fountas & Pinnell Lucy Calkins, Units of Study</p> |

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| | <p>A Writer's Notebook, Ralph Fletcher Holt Handbook, 2010 Vocabulary Their Way. Pearson, 2010 Vocabulary Workshop Level C. Sadlier-Oxford, 2010 Write Source, 2010 Calkins Units of Study/Curricular Plans Strategies That Work, Harvey and Goudvis Reading With Meaning, Debbie Miller Lessons in Comprehension, Frank Serafini Growing Readers, Kathy Collings Fiction Craft Lessons, Ralph Fletcher Guided Reading, Fountas and Pinnell Guided Comprehension in the Primary Grades, Maureen McLaughin</p> <p>Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic</p> | <p>Calkins Units of Study/Curricular Plans Time for Kids Scholastic Scholastic News, Scholastic Discovery Kids, Discovery Channel National Geographic Little Kids Reading With Meaning, Debbie Miller Lessons in Comprehension, by Frank Serafini Growing Readers, Kathy Collings Nonfiction Craft Lessons, Ralph Fletcher True Stories: Nonfiction Literacy in the Primary Classroom, Christine Duthie Guided Reading, Fountas and Pinnell Guided Comprehension in the Primary Grades, Maureen McLaughin</p> <p>Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic</p> | <p>Craft Lessons, Ralph Fletcher Mentor Informational Texts 6+1 Traits Informational magazines</p> <p>Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic</p> |
| <p>ASSESSMENTS</p> | <p>Formative Running records Check lists Reflection Anecdotal records Teacher observations Project Read/Orton-Gillingham Sight words Journeys weekly assessments LLI Reading Response Journals Class participation in small and whole group discussions. Participation in oral reading of drama Quick Writing Response/share Writing Response Journals Venn Diagram Writing Conference Expository Essay Reader's Theater presentation or script Exit Slip or anecdotal records Reading conferences Workstation checklist/folders Student participation Teacher observation</p> | <p>Formative Running records Check lists Reflection Anecdotal records Teacher observations Project Read/Orton-Gillingham Sight words Journeys weekly assessments LLI Reading conferences Workstation checklist/folders Student participation Anecdotal records Teacher observation</p> <p>Summative Dibels/DRA/BAS Project Read/Orton-Gillingham Sight words Journey's Unit test</p> <p>Benchmark Dibels/DRA/BAS/MAP/Words Their Way/Rigby</p> | <p>Formative Running records Check lists Reflection Anecdotal records Teacher observations Project Read/Orton-Gillingham Sight words Journeys weekly assessments LLI Writing conferences Graphic organizers Writing portfolio Anecdotal records Teacher observation Daily Writing Rubrics Research projects Journals</p> <p>Summative Dibels/DRA/BAS/MAP/Words Their Way/Rigby Project Read/Orton-Gillingham Sight words Journey's Unit test</p> |

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| | <p>Summative Dibels/DRA/BAS Project Read/Orton-Gillingham Sight words Journey's Unit test</p> <p>Benchmark Dibels/DRA/BAS/MAP/Words Their Way/Rigby</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>NJ Model Curriculum Unit 4 http://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/8u4.pdf</p> <p>Belvidere/Harmony Journeys Benchmarks</p> <p>Alternative Performance task/project-based</p> | <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>NJ Model Curriculum Rubric, Reading narrative NJ Model Curriculum unit 1 Retelling rubric informational NJ Model Curriculum unit 4 Task 4 Oral language rubric NJ Model Curriculum Writing Task: Sentence dictation NJ Model Curriculum Phonemic Awareness and Word Reading Reading Development Continuum-NJ Model Curriculum</p> <p>Belvidere/Harmony Journeys Benchmarks</p> <p>Alternative Performance task/project-based</p> | <p>Benchmark Dibels/DRA/BAS</p> <p>NJ Model Curriculum http://www.state.nj.us/education/modelcurriculum/ela/1u1.shtml login: Model password: curriculum</p> <p>Belvidere/Harmony Journeys Benchmarks</p> <p>Alternative Performance task/project-based</p> |
| <p>ACCOMMODATIONS</p> | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner <p>ELL</p> <ul style="list-style-type: none"> - Teaching key aspects of a topic - Eliminate nonessential information - Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner <p>ELL</p> <ul style="list-style-type: none"> - Teaching key aspects of a topic - Eliminate nonessential information - Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) | <p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner <p>ELL</p> <ul style="list-style-type: none"> - Teaching key aspects of a topic - Eliminate nonessential information - Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) |

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| | <ul style="list-style-type: none"> - Decreasing the amount of work presented or required - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - clarifying key vocabulary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - decreasing the amount of work presented or required . - Modifying tests to reflect selected objectives - Tutoring by peers - Choice of books or activities - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental material <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Games and tournaments - Independent research and projects - Interest groups - Multiple intelligence options - Extended activities - Tiered activities/assignments - Visible learning <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery/assessment - Assistive technology - Behavior management plan | <ul style="list-style-type: none"> - Decreasing the amount of work presented or required - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - clarifying key vocabulary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - decreasing the amount of work presented or required . - Modifying tests to reflect selected objectives - Tutoring by peers - Choice of books or activities - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental material <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Games and tournaments - Independent research and projects - Interest groups - Multiple intelligence options - Extended activities - Tiered activities/assignments - Visible learning <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery/assessment - Assistive technology - Behavior management plan | <ul style="list-style-type: none"> - Decreasing the amount of work presented or required - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - clarifying key vocabulary <p><u>At Risk</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - decreasing the amount of work presented or required . - Modifying tests to reflect selected objectives - Tutoring by peers - Choice of books or activities - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Varied supplemental material <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Games and tournaments - Independent research and projects - Interest groups - Multiple intelligence options - Extended activities - Tiered activities/assignments - Visible learning <p><u>504</u></p> <ul style="list-style-type: none"> - Additional time for skill mastery/assessment - Assistive technology - Behavior management plan |
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| | <ul style="list-style-type: none"> - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment format/test - Preferential seating - Secure attention before giving instruction/directions - Reading buddies - Varied supplemental materials | <ul style="list-style-type: none"> - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment format/test - Preferential seating - Secure attention before giving instruction/directions - Reading buddies - Varied supplemental materials | <ul style="list-style-type: none"> - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment format/test - Preferential seating - Secure attention before giving instruction/directions - Reading buddies - Varied supplemental materials |
| <p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology) <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Smartboard - iPads - Chromebooks - eSpark - https://www.esparklearning.com/ - https://www.storybots.com/ - www.pebblego.com - www.readwritethink.org - http://storytimeforme.com/ (online stories) | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology) <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Smartboard - iPads - Chromebooks - eSpark - https://www.esparklearning.com/ - https://www.storybots.com/ - www.pebblego.com - www.readwritethink.org - http://storytimeforme.com/ (online stories) | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology) <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Smartboard - iPads - Chromebooks - eSpark - https://www.esparklearning.com/ - https://www.storybots.com/ - www.pebblego.com - www.readwritethink.org - http://storytimeforme.com/ (online stories) |

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- <http://kidsblogs.nationalgeographic.com/littlekids/>
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- <http://www.readinglady.com>
- www.pinterest.com (online pin board)
- www.teacherspayteachers.com (open marketplace)
- www.havefunteaching.com (worksheets, activities, etc.)
- <http://tc.readingandwritingproject.com/> (teacher resource)
- <http://teacher.scholastic.com/writei/>
- <http://jenniferjacobson.com/> (writing)
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- <http://www.proteacher.com/070000.shtml>
- <http://www.readingresource.net/>
- <http://www.readingrockets.org/> (teacher resource)
- <http://www.nwp.org/cs/public/print/doc/resources.csp> (resources - White)
- <http://www.unitsofstudy.com/> Lucy Calkins

Career Education

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- Health Science
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- Law, Public Safety, Corrections & Security
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