



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
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SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Course: English Language Arts

Grade Level: 1

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:
English Language Arts
Grade 1

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RAHWAY PUBLIC SCHOOLS CURRICULUM

English Language Arts: Reading Grade 1

PACING GUIDE

Unit	Title	Pacing
1	Building a Community of Readers	8 weeks
2	We Are Explorers: Journeying Through Stories and Facts	8 weeks
3	Discovering Themes: A Dive into Texts and Tales	8 weeks
4	Seeing Through Author's Eyes: Our Reading Focus	8 weeks
5	Our Final Reading Exploration: Stories and Facts Uncovered	6 weeks

English Language Arts: Writing Grade 1

PACING GUIDE

Unit	Title	Pacing
1	Narrative Writing: Small Moments	8 weeks
2	Informational/ Explanatory Writing: Topic Books	8 weeks
3	Opinion Writing: Writing Reviews	8 weeks
4	Narrative Writing: From Scenes to Series	8 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Building a Community of Readers

Target Course/Grade Level: English Language Arts/ Grade 1

Unit Summary: In this unit, first-grade students will explore a variety of stories and texts, including picture books and simple narratives, all aligned with New Jersey early literacy standards. Through a variety of activities like Read Aloud and mini-lessons, students will practice listening carefully and having conversations about what they hear. They will learn how to talk about the characters, settings, and events in the stories they read. They will also start to guess what might happen next in a story based on what they've heard or read so far. To help them understand the stories better, students will use tools like looking closely at the pictures, circling important words, and drawing simple pictures or diagrams to organize their thoughts. This unit will also incorporate phonological awareness and phonics instruction. Students will engage in activities that develop their understanding of the sounds in language and how they relate to letters. They will learn to identify and manipulate individual sounds (phonemes) in words through activities such as rhyming, blending, and segmenting. Students will also begin to recognize letter-sound correspondences and understand how letters represent the sounds they hear in words. Through explicit instruction and practice, students will strengthen their phonological awareness and phonics skills, which are essential for reading and spelling success. By the end of the unit, students will be better at finding the main idea of a story, noticing important details, and making simple connections between different parts of a text and also be equipped with foundational phonological awareness and phonics skills that will support their literacy development as they continue to grow and learn.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

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

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

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

- L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
- L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

READING:

- RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

WRITING:

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

SPEAKING AND LISTENING:

- SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Unit Understandings:

Students will understand that...

- stories and texts come in different forms, such as picture books and simple narratives.
- listening carefully and having conversations about stories help readers understand them better.
- characters, settings, and events are important parts of a story.
- pictures and words in a story can help readers understand what's happening.
- readers can use reading strategies to help us understand stories.
- finding the main idea and important details in a story helps readers understand what it's about.
- making connections between different parts of a story helps readers understand it more deeply.
- developing these skills will make us better readers and thinkers as we continue to learn and grow.
- words are made up of different sounds called phonemes.
- phonemes are the smallest units of sound in words.
- we can listen for and identify the beginning, middle, and ending sounds in words.
- rhyming words have the same ending sounds.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- blending is putting individual sounds together to form words.
- segmenting is breaking words into individual sounds.
- letters represent the sounds we hear in words.
- understanding phonics helps us read and spell words more easily.
- practicing phonological awareness and phonics skills helps us become better readers and writers.

Unit Essential Questions:

- How do we establish the daily routines for our reader's workshop?
- How do we develop an understanding of ourselves as readers?
- How do readers share books?
- What types of questions do good readers ask about a text?
- What do readers think while they read?
- How do we put the events of a story in the right order to understand what happened from beginning to end?
- How do good readers describe characters, settings and major events?
- Why do people read nonfiction texts?
- How do I use everything I know about reading to read books that teach me information and ideas about different topics?
- Why is identifying the main topic from the text important?
- How do readers retell informational text?
- How do different parts of a story or text work together to tell us what happens and why?

Knowledge and Skills:

Students will know...

- foundational phonological awareness and phonics skills that will support their literacy development as they continue to grow and learn.
- the relationship between sounds in language and letters in the alphabet.

- how to identify and manipulate individual sounds (phonemes) in words through activities like rhyming, blending, and segmenting.
- letter-sound correspondences and how letters represent the sounds they hear in words.
- how to ask and answer questions about key details in a literary text, such as who, what, where, when, why, and how.
- how to ask and answer questions about key details in an informational text, such as who, what, where, when, why, and how.
- how to determine the central message and retell a sequence of events in literary texts, focusing on who, what, where, when, why, and how.
- how to determine the main topic and retell a series of key details in informational texts, focusing on who, what, where, when, why, and how.
- how to describe characters, settings, and major events in a story, using key details.
- how to describe relationships among pieces of information within a text, such as sequence of events, steps in a process, cause-effect relationships, and compare-contrast relationships.

Students will be able to...

- recognize words that rhyme.
- isolate the initial and final sound in a spoken word.
- learn to segment a spoken word into syllables.
- manipulate syllables by adding, deleting, and substituting to make new words.
- work with rhyme production by engaging in three different activities that work to build understanding that rhymes can be produced by changing the initial sounds.
- blend two or three phonemes or sounds into a spoken word.
- match uppercase and lowercase letters.
- correctly form each letter of the alphabet.
- understand letter-keyword-sound relationships.
- decode and encode CVC words.
- ask and answer questions about key details in a literary text, such as who, what, where, when, why, and how.
- ask and answer questions about key details in an informational text, such as who, what, where, when, why, and how.
- determine the central message and retell a sequence of events in literary texts, focusing on who, what, where, when, why, and how.
- determine the main topic and retell a series of key details in informational texts, focusing on who, what, where, when, why, and how.
- describe characters, settings, and major events in a story, using key details.
- students will be able to describe relationships among pieces of information within a text, such as sequence of events, steps in a process, cause-effect relationships, and compare-contrast relationships.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit 1A- End of Unit Common Assessment
- Unit 1B-End of Unit Common Assessment
- Oral Retelling Rubric
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
 - Ask and Answer Questions
 - Story Elements
 - Character Map
 - Sequencing
 - Retelling
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Think-Pair-Share:** Encourage students to think individually, discuss with a partner, and then share their answers with the whole class. This promotes collaboration and allows students to hear different perspectives.
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Event Sequencing:** Use storyboards or timelines to help students sequence and describe the major events in the story in the order they occur.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Main Idea and Details Chart:** Provide students with a graphic organizer where they can record the main topic in the center and key details surrounding it.
- **Sequential Storyboard:** Use a storyboard template to help students sequence and retell the key details in the order they appear in the text.
- **Interactive Read-Alouds:** Engage students by pausing during reading to discuss relationships in the text.

Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.

- Provide Supportive Tools: Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- Adapted Activities: Create different versions of assignments with varying levels of difficulty.
- Choice Activities: Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

Process Differentiation:

- Choice in Learning Tools: Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

Product Differentiation:

- Variety of Ways to Show Learning: Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- Differentiated Rubrics: Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

Additional Considerations:

- Incorporating Student Interests: Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

RESOURCES

Teacher Resources:

- Unit 1: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- Daily 5 Padlet
- ELL Strategy Library

SL.II.1.2., SL.ES.1.3-

Mentor Texts:

- "Born to Read" by Judy Sierra
- "First Day Jitters" by Julie Danneberg
- "Oh How I Wish I Could Read" by John Gile

RL.CR.1.1.-

Mentor Texts:

- "If I Built a School" by Chris Van Dusen
- "Have You Filled a Bucket Today?" by Carol McCloud
- "Our Class is a Family" by Shannon Olsen (LGBTQ/D)

- "Someone New" by Anne Sibley O'Brien (AAH) (AAPI)

Resources:

Ask and Answer Questions
Anchor Chart
Fiction Question Stems

RL.CI.1.2., RL.IT.1.3. -

Mentor Texts:

- "The Gingerbread Man" by Jim Aylesworth
- "The Three Little Pigs" by James Marshall
- "Goldilocks and the Three Bears" by James Marshall
- "If You Give a Dog a Donut" by Laura Numeroff
- "My Hair is a Garden" by Cozbi A. Cabrera (AAH)

Resources:

- Story Elements
- Character Map
- Sequencing
- Retelling
- Story Map-Prior Knowledge
- Story Elements Posters

RI.CR.1.1. -

Mentor Texts:

- "What Do You Do with a Tail Like This?" by Robin Page and Steve Jenkins
- "Biblioburro: A True Story from Colombia" by Jeanette Winter (AAPI)

Resources:

- Ask and Answer Questions
- Question Map
- Anchor Chart
- Nonfiction Question Stems

RI.CI.1.2. -

Mentor Texts:

- "From Seed to Plant" by Gail Gibbons
- "Who Has These Feet?" by Laura Hulbert
- "Who Eats What?" by Patricia Lauber

Resources:

- Retelling
- Informational Topic Web

RI.IT.1.3. -

Mentor Texts:

- "How People Learned to Fly" by Fran Hodgkins
- "From Peanut to Peanut Butter" by Robin Nelson
- "Now & Ben: The Modern Inventions of Benjamin Franklin" by Gene Barretta

Resources:

- Text Structures

Graphic Organizers:

Ask and Answer Questions
Story Elements
Character Map
Sequencing
Retelling

Equipment Needed:

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard
- Expo markers

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Narrative Writing: Small Moments

Target Course/Grade Level: Writing/Grade 1

Unit Summary: In this unit, first-grade students will explore personal narrative writing, drawing inspiration from small moments in their lives. Mentor texts will guide their craft, helping them develop vivid storytelling techniques. The unit will progress through the entire writing process, from brainstorming ideas to publishing polished narratives. Students will reflect on significant moments, learn narrative structure, and engage in prewriting activities. Throughout, peer sharing and teacher conferencing will provide support and feedback. Students will culminate the unit by publishing their narratives. By the end, they'll not only refine their writing skills but also discover the power of their own voices as storytellers.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

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

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

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

READING:

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

WRITING:

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

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

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

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

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

SPEAKING AND LISTENING:

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

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

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Interdisciplinary Connections and Standards:**Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Unit Understandings:

Students will understand that...

- personal narratives capture special moments from their own lives, using vivid details to make their stories come alive.
- mentor texts provide examples and inspiration for crafting engaging narratives, helping writers learn effective storytelling techniques.
- the writing process involves brainstorming, planning, drafting, revising, and publishing, allowing writers to develop their narratives step by step.
- reflecting on significant moments helps writers identify small, meaningful events to write about, fostering a deeper connection to their own experiences.
- peer sharing and teacher feedback sessions provide valuable support and guidance throughout the writing journey, helping writers improve their work.
- publishing pieces and sharing them with others celebrates writers' growth and builds confidence in their storytelling abilities.
- writing is a powerful tool for self-expression, allowing writers to share their unique perspectives and emotions with others.
- by engaging in personal narrative writing, students develop essential literacy skills while discovering the joy of storytelling.

Unit Essential Questions:

- How do we establish the daily routines for our writer's workshop?
- How do we develop an understanding of ourselves as authors?
- How do authors write books?
- How can you write a small moment narrative story that lets the reader have a sneak peek into your life?
- How can you look at your writing and say to yourself, "Hmm, what is missing, and where can I add it to my own writing piece?"
- What do you learn from mentor authors to make your writing even better?
- How does sharing our stories and celebrating our writing help us become better writers?

Knowledge and Skills:

Students will know...

- the characteristics of a personal narrative, including how to use descriptive language to depict small moments from their lives.
- how to look at mentor stories and notice aspects that they can use in their own writing, like how the story goes or the words the writer uses.
- the steps of the writing process, from generating ideas to revising and publishing their narratives.
- strategies for brainstorming and reflecting on personal experiences to generate writing topics.

- how to actively listen to teacher and peer feedback and apply constructive suggestions to improve their writing.
- why it's important to think about who will read their stories and what they want to say.
- the significance of sharing their writing with others, both for personal growth and as a way to connect with their community.
- how personal narrative writing builds foundational literacy skills such as vocabulary development, sentence structure, and comprehension.

Students will be able to...

- generate ideas for writing by thinking about special moments from their own lives.
- use mentor texts to learn how to make their stories interesting with colorful words and exciting details.
- follow the steps of writing a story, from planning what to write to making it better with help from their teacher and friends.
- reflect on important moments in their lives and choose the best ones to write about in their stories.
- share their writing with classmates and listen carefully to their friends' ideas for making their stories even better.
- understand how stories are made up of different parts, like the beginning, middle, and end.
- publish their finished stories and proudly share them.
- feel confident in their ability to write stories and express their ideas in their own unique way.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- On-Demand Performance Assessment- Narrative-End of Unit Assessment
- Narrative Writing Rubric
- Observational Assessments
- Conferencing Checklists
- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Memory Mapping:** Begin by having students recall a specific moment from their lives that they want to write about. Then, guide them through creating a memory map by drawing or writing down key details and events from that moment. This helps students organize their thoughts and remember important aspects of their story before they begin writing.

- **Picture Prompt Journals:** Provide students with picture prompts related to different moments or experiences. Encourage them to choose a picture that reminds them of a small moment from their own lives and write a story about it. This visual prompt can spark their imagination and help them generate ideas for their writing.
- **Revision Stations:** Set up interactive stations for adding details, developing dialogue, and applying revision strategies. Students rotate through each station, engaging in hands-on activities related to each skill.
- **Role-Playing Revision:** Divide students into groups to act out revision scenarios, focusing on specific skills like punctuation usage or character emotions.
- **Mentor Text Inspiration:** Use mentor texts to spark new story ideas and discuss writing techniques.
- **Technique Imitation:** Model writing techniques from mentor texts and have students practice using them in their own writing.
- **Word Choice Workshops:** Provide opportunities for students to explore precise and descriptive words to enhance their writing skills.
- **Author's Showcase:** Students present their published books with clear voices, sharing details about their stories.
- **Feedback Partners:** Students give specific compliments and suggestions to peers about their books.
- **Classroom Library Contributions:** Students add their books to the classroom library, fostering a culture of sharing and appreciation.

Content Differentiation:

- **Story Idea Centers:** Create different stations in the classroom with fun activities to help students come up with ideas for their stories. For example, one station could have pictures to inspire their imagination, another station could have story prompts related to their own experiences, and another station could have story starters with simple sentence frames. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own story ideas.
- **Writing Buddies:** Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

Process Differentiation:

- **Learning Stations:** Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- **Choice Boards:** Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

Product Differentiation:

- **Illustration Showcase:** Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where

students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

Additional Considerations:

- Celebrating Growth: Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- Parental Involvement: Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

RESOURCES

Teacher Resources:

- Unit 1: Writing Pacing Guide

W.NW.1.3.-

Mentor Texts:

- "Little Monster Becomes An Author" by Rozanne Lanczak Williams
- "A Squiggly Story" by Andrew Larsen
- "Rocket Writes a Story" by Tad Hills
- "Hair Love" by Matthew A. Cherry (AAH)
- "Ish" by Peter H. Reynolds
- "Jabari Jumps" by Gaia Cornwall (AAH)
- "Roller Coaster" by Marla Frazee
- Joshua's Night Whispers by Angela Johnson (AAH)

Resources:

- Trajectory of Narrative Writing Development
- K-2 Writing Process
- Rituals and Routines Across the Writing Workshop
- Writers Prepare- Anchor Chart
- Grade 1 Phonological Awareness Extensions

- Looking For a Story Idea- Chart
- What Can I Write About?
- Small Moments
- Drawing with Shapes
- Work Time Chart-Writers Prepare
- Plan Your Writing Lyrics
- The Writing Song Lyrics
- Writers Talk about Their Writing Chart
- Partners Listen and Ask Questions Chart
- Revision Song Lyrics
- Story Ideas Sparked by _Hair Love Example
- Learning From Authors

Equipment Needed:

- “Units of Study in Writing”
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Chart: “How to Write a Story”

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: We Are Explorers: Journeying Through Stories and Facts

Target Course/Grade Level: English Language Arts/ Grade 1

Unit Summary: In this unit, students will dive into the exciting worlds of storytelling and informational texts. Through a variety of engaging activities and experiences, students will develop a deeper understanding of the major differences between these two types of books. Students will explore the elements of storytelling, including characters, setting, and events. They will learn to use illustrations and details within a story to describe these elements, enhancing their comprehension skills and ability to analyze narratives. With prompting and support, students will engage in discussions about the storyline and chronology of events in different texts, recognizing how illustrations contribute to the overall narrative. Additionally, students will learn about the features of informational texts, such as headings, tables of contents, and glossaries. Through guided activities, they will identify these text features and understand how they help organize and present information. With prompting and support, students will practice using various text features to locate key facts or information within a text, strengthening their ability to comprehend and navigate informational materials. Furthermore, students will have opportunities to utilize text features, such as diagrams, tables, and animations, to describe key ideas in informational texts. This unit will also incorporate phonological awareness and phonics instruction. By the end of the unit, students will have gained valuable skills in analyzing, comparing, and contrasting storytelling and informational texts.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.

- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

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

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

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

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

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

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

READING:

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

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

WRITING:

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

SPEAKING AND LISTENING:

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections and Standards:**Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Unit Understandings:

Students will understand that...

- storytelling involves elements such as characters, setting, and events, which contribute to the narrative's structure and meaning.
- illustrations and details within a story play a crucial role in describing characters, setting, and events.
- discussions about the storyline and chronology of events in different texts help them recognize the organization and features of literary texts.
- informational texts contain features like headings, tables of contents, and glossaries, which help organize and present information in a structured manner.
- various text features, including diagrams, tables, and animations, are used in informational texts to illustrate key ideas and concepts, aiding in comprehension and interpretation.
- words are made up of different sounds called phonemes.
- phonemes are the smallest units of sound in words.
- we can listen for and identify the beginning, middle, and ending sounds in words.
- rhyming words have the same ending sounds.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- blending is putting individual sounds together to form words.
- segmenting is breaking words into individual sounds.
- letters represent the sounds we hear in words.
- understanding phonics helps us read and spell words more easily.
- practicing phonological awareness and phonics skills helps us become better readers and writers.

Unit Essential Questions:

- How can pictures and details in a story help us understand who the characters are, where the story takes place, or what happens in the story?
- How can we tell if a book is telling us a story or is nonfiction and giving us information?
- What are some tools we can use, like headings or tables of contents, to find important information in books that give us facts?
- How can pictures, diagrams, and other text features help us understand the most important ideas in a book or article?

Knowledge and Skills:

Students will know...

- foundational phonological awareness and phonics skills that will support their literacy development as they continue to grow and learn.
- the relationship between sounds in language and letters in the alphabet.
- how to identify and manipulate individual sounds (phonemes) in words through activities like rhyming, blending, and segmenting.
- letter-sound correspondences and how letters represent the sounds they hear in words.

- books that tell stories differ from books that give information in terms of their organization and features, such as following a storyline, presenting a chronology of events, and interpreting illustrations, which they can recognize with prompting and support.
- illustrations and details within a story are used to describe its characters, setting, and events, as they learn to utilize them with prompting and support.
- there are major differences between books that tell stories and books that give information, which they can explain with prompting and support, recognizing various text features like headings, tables of contents, glossaries, electronic menus, and icons to locate key facts or information in a text, drawing on a wide reading of a range of text types.
- readers can use text features such as diagrams, tables, and animations to describe key ideas within informational texts, as they learn to utilize them with prompting and support.

Students will be able to...

- recognize words that rhyme.
- isolate the initial and final sound in a spoken word.
- learn to segment a spoken word into syllables.
- manipulate syllables by adding, deleting, and substituting to make new words.
- work with rhyme production by engaging in three different activities that work to build understanding that rhymes can be produced by changing the initial sounds.
- blend two or three phonemes or sounds into a spoken word.
- catch uppercase and lowercase letters.
- Correctly form each letter of the alphabet.
- understand letter-keyword-sound relationships.
- decode and encode CVC words.
- demonstrate the ability to recognize and identify bonus letters within words.
- exhibit proficiency in decoding and encoding words containing glued sounds.
- understand that certain words are composed of root/base words along with suffixes.
- explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types with prompting and support.
- use illustrations and details in a story to describe its characters, setting, or events with prompting and support.
- explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text while drawing on a wide reading of a range of text types with prompting and support.
- use text features (e.g., diagrams, tables, animations) to describe key ideas with prompting and support.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit 2A-End of Unit Common Assessment
- Unit 2B-End of Unit Common Assessment
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
 - Story Elements
 - Chronological Order Story Board
 - Text Structure
 - Text Structure Puzzles
 - Fantasy Vs Reality
 - Compare and Contrast
 - Character Wheel
 - Character Map
 - Identifying Character and Setting
 - Sequencing
 - Text Structure Puzzles
 - Text Features- Anchor Charts
 - Venn Diagram
 - Nonfiction Graphic Organizers
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Story Element Walk:** Take students through a story, pausing to ask who's in the story, where it's happening, and what's going on. Encourage them to point out illustrations or details supporting their answers.
- **Text Feature Detective:** Have students find specific text features in a book using magnifying glasses or drawn ones. Discuss the purpose of each feature they find.

- **Genre Sort:** Let students group books by genre (fiction and nonfiction), discussing how narrative and informational texts are organized differently.
- **Character Sketch:** Have students draw and describe characters based on appearance, actions, and emotions portrayed in illustrations.
- **Setting Scavenger Hunt:** Students search for setting elements in illustrations and story details, such as landmarks and weather clues.
- **Storyboard Sequencing:** Use a storyboard to sequence key story events visually, helping students understand the order of events.
- **Book Sort Activity:** Have students sort books into storybooks and informational books categories, discussing their choices.
- **Feature Scavenger Hunt:** Students search for text features in books, discussing their purposes.
- **Text Type Carousel:** Students rotate through stations with different texts, discussing the features they find.
- **Feature-Based Summarization:** Use text features to help students summarize main ideas, guiding them in extracting relevant information.

Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

Process Differentiation:

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

Product Differentiation:

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

Additional Considerations:

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

RESOURCES

Teacher Resources:

- Unit 2: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- ELL Strategy Library

RL.TS.1.4.-

Mentor Texts:

- "The Very Hungry Caterpillar" by Eric Carle
- "The Colourful Caterpillar" by Michael J Di Prinzio
- "Caterpillar to Butterfly" by National Geographic Readers
- "Diary of a Worm" by Doreen Cronin

Resources:

Story Elements
Chronological Order Story Board
Text Structure
Text Structure Puzzles
Fantasy Vs Reality
Compare and Contrast

RL.MF.1.6.-

Mentor Texts:

- "The Day The Crayons Quit" by by Doreen Cronin
- "Where the Wild Things Are" by Maurice Sendak
- "Most People" by Michael Leannah
- "Mixed Me!" by Taye Diggs (AAH)

Resources:

Character Wheel
Character Map
Identifying Character and Setting
Sequencing

RI.TS.1.4.-

Mentor Texts:

- "Frogs" by Gail Gibbons
- National Geographic Readers: Frogs!
- "I Don't Want to be a Frog" by Devorah Petty
- "Frog Vs Toad" by Ben Mantle

Resources:

Text Structure Puzzles
Text Features- Anchor Charts
Venn Diagram

RI.MF.1.6.-

Mentor Texts:

- "National Geographic Kids: Baby Animals"
- "From Kernel To Corn" by Robin Nelson

Resources:

Nonfiction Graphic Organizers

Equipment Needed:

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard
- Expo markers

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Informational/ Explanatory Writing: Topic Books

Target Course/Grade Level: Writing/Grade 1

Unit Summary: In this first-grade writing curriculum unit, students will embark on a journey of exploring informative/explanatory writing. They will begin by introducing a topic, then develop it with facts and examples, and conclude their writing effectively. With guidance, they will plan, revise, and edit their work, identifying audience and purpose before writing. Additionally, they will learn to generate questions and gather information from multiple sources to write about a topic. By the end of the unit, students will have developed a strong foundation in informative/explanatory writing, equipped with the skills and strategies needed to convey ideas and information confidently to their audience.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

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

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

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

READING:

- RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

WRITING:

- W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic.
 - B. Develop the topic with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- A. With prompts and support, identify audience and purpose before writing.
 - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

SPEAKING AND LISTENING:

- SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Unit Understandings:

Students will understand that...

- informative/explanatory writing involves examining a topic and conveying ideas and information through organized texts.
- informative/explanatory writing, includes introducing a topic, developing it with facts and examples, and providing a conclusion.
- planning, revising, and editing their writing to strengthen their compositions.
- identifying audience and purpose before writing helps tailor their texts to meet specific needs and expectations.
- finding and correcting errors of spelling, capitalization, and punctuation to enhance the clarity and readability of their writing.
- generating questions and determining possible sources to obtain information when conducting shared research on a topic is significant.
- gathering and selecting information from multiple sources is essential for answering questions or writing about a topic effectively.
- with guidance and support from adults, they can develop their writing skills and confidently convey information in their informative/explanatory texts.
- peer sharing and teacher feedback sessions provide valuable support and guidance throughout the writing journey, helping writers improve their work.
- publishing pieces and sharing them with others celebrates writers' growth and builds confidence in their storytelling abilities.

Unit Essential Questions:

- How can writers write a book about an object that teaches somebody about something from their classroom or home?
- How can writers write a topic book that teaches somebody about something they know a lot

about, and how can they make sure that the book teaches as much as possible through the words and the pictures?

- How does sharing our stories and celebrating our writing help us become better writers?

Knowledge and Skills:

Students will know...

- informative/explanatory writing involves examining a topic and conveying ideas and information through organized texts.
- informative/explanatory writing includes introducing a topic, developing it with facts and examples, and providing a conclusion.
- the process of planning, revising, and editing their writing strengthens their compositions.
- identifying audience and purpose before writing helps tailor their texts to meet specific needs and expectations.
- finding and correcting errors of spelling, capitalization, and punctuation enhances the clarity and readability of their writing.
- generating questions and determining possible sources to obtain information when conducting shared research on a topic is significant.
- gathering and selecting information from multiple sources is essential for answering questions or writing about a topic effectively.
- with guidance and support from adults, students can develop their writing skills and confidently convey information in their informative/explanatory texts.
- peer sharing and teacher feedback sessions provide valuable support and guidance throughout the writing journey, helping writers improve their work.
- publishing pieces and sharing them with others celebrates writers' growth and builds confidence in their storytelling abilities.

Students will be able to...

- examine a topic and convey ideas and information through organized texts in informative/explanatory writing.
- introduce a topic, develop it with facts and examples, and provide a conclusion in their informative/explanatory writing.
- plan, revise, and edit their writing to strengthen their compositions.
- identify audience and purpose before writing to tailor their texts to meet specific needs and expectations.
- find and correct errors of spelling, capitalization, and punctuation to enhance the clarity and readability of their writing.
- generate questions and determine possible sources to obtain information when conducting shared research on a topic.
- gather and select information from multiple sources effectively for answering questions or writing about a topic.
- develop their writing skills and confidently convey information in their informative/explanatory texts with guidance and support from adults.
- participate in peer sharing and teacher feedback sessions to receive valuable support and guidance throughout the writing journey, improving their work.
- celebrate their growth as writers by publishing pieces and sharing them with others, building confidence in their storytelling abilities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- On- Demand Performance Assessment- Informational End of Unit Assessment
- Assessment Tool: Information On-Demand
- Rubric for Informational Writing- Grade 1
- Observational Assessments
- Conferring Checklists
- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Sensory Walk:** Conduct a "sensory walk" around the classroom or schoolyard where students use their senses to observe and identify interesting topics or objects. Encourage them to share their observations with the class, fostering discussion and enhancing their observational skills.
- **Hands-on Exploration Stations:** Set up hands-on exploration stations related to the writing topic where students can interact with objects, pictures, or artifacts. Facilitate group discussions to encourage students to share their findings and reflections, fostering critical thinking and communication skills.
- **Audience Brainstorming Session:** Engage students in a brainstorming session where they discuss and identify potential audiences for their writing. Provide examples and prompts to help students consider the interests and needs of different audiences. Encourage them to tailor their writing accordingly, fostering empathy and audience awareness.
- **Visual Analysis Stations:** Set up different stations around the classroom with photographs or illustrations related to various topics. Students rotate through the stations, observing and analyzing the visuals to gather information and generate ideas for their writing. Encourage them to discuss their observations with classmates and make connections to their own experiences.
- **Chart-Based Concept Reinforcement:** Create interactive anchor charts or graphic organizers related to key concepts or vocabulary words. During mini-lessons or small group instruction, guide students in using the charts to reinforce their understanding of the content. Encourage them to refer back to the charts independently during writing tasks to support their learning.
- **Author's Showcase:** Students present their published books with clear voices, sharing details about their stories.
- **Feedback Partners:** Students give specific compliments and suggestions to peers about their books.
- **Classroom Library Contributions:** Students add their books to the classroom library, fostering a culture of sharing and appreciation.

Content Differentiation:

- Topic Idea Centers: Create different stations in the classroom with fun activities to help students come up with ideas/topics for their stories. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own writing.
- Writing Buddies: Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

Process Differentiation:

- Learning Stations: Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- Choice Boards: Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

Product Differentiation:

- Illustration Showcase: Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

Additional Considerations:

- Celebrating Growth: Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- Parental Involvement: Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

RESOURCES

Teacher Resources:

- [Unit 2: Writing Pacing Guide](#)

W.NW.1.3.-**Mentor Texts:**

- Cake by Hareem Atif Khan
- Now You Know How It Works by Valorie Fisher (870L) Guided Reading Level D

Resources:

- Learning Progression for Informational/Explanatory Writing
- Information/Explanatory Teacher Checklist — Grade 1
- Grade 1 Phonological Awareness Extensions
- Adding More in Pictures and Words
- Questions to Ask One Another
- Words that Describe
- To Describe, Writers Tell About
- Adding Details
- Writing Longer Words
- Completed Demonstration Text
- Choosing Topics
- Writers Teach in Words and Pictures
- Adding Comparisons
- Sensory Picture Cards
- Photographs To Help Generate Introductions
- Ways to say Goodbye

Equipment Needed:

- “Units of Study in Writing”
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Discovering Themes: A Dive into Texts and Tales

Target Course/Grade Level: English Language Arts/ Grade 1

Unit Summary: In this first-grade reading curriculum unit, students will dive into the world of stories and informational texts, focusing on identifying similarities and differences, as well as determining central messages or main topics. The unit begins with students learning to identify similarities and differences between two literary texts on the same topic. Through engaging activities and discussions, students will compare characters, experiences, illustrations, descriptions, and procedures, enhancing their comprehension skills and ability to analyze texts. Next, students will focus on determining the central message of literary texts. Additionally, students will explore similarities and differences between two informational texts on the same topic. They will analyze illustrations, descriptions, and procedures, deepening their understanding of informational materials and how they present information. By the end of the unit, students will have developed a strong foundation in comparing and contrasting literary and informational texts. This unit will also incorporate phonological awareness and phonics instruction. Finally, students will be equipped with the skills and strategies needed to comprehend and analyze a variety of texts effectively.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

READING:

- RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CI.1.2** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

WRITING:

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

SPEAKING AND LISTENING:

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Unit Understandings:

Students will understand that...

- comparing two literary texts on the same topic, noticing similarities and differences in characters, experiences, illustrations, descriptions, or procedures, will help readers better understand the texts.
- readers can grasp the central message of a literary text by retelling its events and identifying the main idea or lesson conveyed by the author, focusing on who, what, where, when, why, and how.
- comparing two informational texts on the same topic, noticing similarities and differences in characters, experiences, illustrations, descriptions, or procedures, will deepen their understanding.
- determining the main topic of an informational text by summarizing key details, focusing on who, what, where, when, why, and how, to extract important information and understand the central focus of the text.
- words are made up of different sounds called phonemes.
- phonemes are the smallest units of sound in words.
- we can listen for and identify the beginning, middle, and ending sounds in words.
- rhyming words have the same ending sounds.
- syllables are parts of words that contain a vowel sound.
- breaking words into syllables helps us read and spell them.
- blending is putting individual sounds together to form words.
- segmenting is breaking words into individual sounds.
- letters represent the sounds we hear in words.
- understanding phonics helps us read and spell words more easily.
- practicing phonological awareness and phonics skills helps us become better readers and writers.
- certain words are composed of root/base words along with suffixes.

Unit Essential Questions:

- How can readers figure out how two stories about the same topic are alike and how are they different?
- What can we learn by comparing two books that are about the same thing?
- What can the lesson or central message of a story teach us?
- How can readers figure out how two stories about the same topic are alike and how are they different?
- What can we learn by comparing two books that are about the same thing?
- Why is identifying the main topic from the text important?

Knowledge and Skills:

Students will know...

- foundational phonological awareness and phonics skills that will support their literacy development as they continue to grow and learn.
- the relationship between sounds in language and letters in the alphabet.

- how to identify and manipulate individual sounds (phonemes) in words through activities like rhyming, blending, and segmenting.
- letter-sound correspondences and how letters represent the sounds they hear in words.
- how to decode and encode grade level words.
- how to identify similarities and differences between two literary texts on the same topic, such as characters, experiences, illustrations, descriptions, or procedures, to understand the stories better.
- that determining the central message of a literary text involves understanding the main idea or lesson the author is trying to convey.
- how to identify similarities and differences between two informational texts on the same topic, such as characters, experiences, illustrations, descriptions, or procedures, to deepen their understanding of the topic.
- determining the main topic of an informational text involves identifying the central focus of the text.

Students will be able to...

- recognize words that rhyme.
- isolate the initial and final sound in a spoken word.
- learn to segment a spoken word into syllables.
- manipulate syllables by adding, deleting, and substituting to make new words.
- work with rhyme production by engaging in three different activities that work to build understanding that rhymes can be produced by changing the initial sounds.
- blend two or three phonemes or sounds into a spoken word.
- match uppercase and lowercase letters.
- correctly form each letter of the alphabet.
- understand letter-keyword-sound relationships.
- decode and encode CVC words.
- demonstrate the ability to recognize and identify bonus letters within words.
- exhibit proficiency in decoding and encoding words containing glued sounds.
- understand that certain words are composed of root/base words along with suffixes.
- identify similarities and differences between two literary texts on the same topic, such as characters, experiences, illustrations, descriptions, or procedures, to gain a better understanding of the stories.
- determine the central message of a literary text by understanding the main idea or lesson the author is conveying.
- identify similarities and differences between two informational texts on the same topic, such as characters, experiences, illustrations, descriptions, or procedures, to deepen their understanding of the topic.
- determine the main topic of an informational text by identifying the central focus of the text.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit 3- Fiction End of Unit Common Assessment
- Unit 3B- Informational End of Unit Common Assessment
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
 - Venn Diagram
 - Compare and Contrast
 - Compare and Contrast Characters
 - Story Elements- Graphic Organizer
 - Story Map with Central Message
 - Central Message
 - Informational Topic Web
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Character Trait Comparison Venn Diagram:** Use a chart or venn diagram to compare traits of characters from two stories, highlighting similarities and differences.
- **Story Elements Sort Activity:** Create an activity where students sort cards with elements from both books into categories of "Similar" and "Different".
- **Lesson Detectives:** Turn students into detectives searching for story lessons. After reading together, ask students to share the story's lesson and support it with examples.
- **Discussion Circle:** Create a safe space for students to discuss story meanings. After reading, gather students, ask open-ended questions, and encourage sharing and listening.
- **Theme Treasure Hunt Activity:** Organize a treasure hunt for common themes like friendship or courage in different stories. Students can search for these themes as they read, and when they find examples, they can share them with the class.
- **Comparison Chart Activity:** Provide a chart with two columns labeled "Text 1" and "Text 2". After reading two informational texts on the same topic, students fill in the chart, noting similarities and differences. They support their findings with evidence from the texts.
- **Venn Diagram Discussion:** Using a large Venn diagram, students identify one similarity and one difference between the two texts. They share their findings with the class and continue adding to the diagram as they discuss.

Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.

- Provide Supportive Tools: Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- Adapted Activities: Create different versions of assignments with varying levels of difficulty.
- Choice Activities: Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

Process Differentiation:

- Choice in Learning Tools: Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

Product Differentiation:

- Variety of Ways to Show Learning: Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- Differentiated Rubrics: Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

Additional Considerations:

- Incorporating Student Interests: Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

RESOURCES

Teacher Resources:

- Unit 3: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- ELL Strategy Library

RL.CT.1.8.-

Mentor Texts:

- "The Three Little Pigs" by Mei Matsuoka
- "The True Story of the Three Little Pigs" by Jon Scieszka
- "Goldilocks and the Three Bears" by Parragon Books
- "Goldilocks Returns" by Lisa Campbell Ernst
- "The Little Red Hen" by Pail Galdone
- "The Little Red Hen Makes a Pizza" by Philemon Sturges

Resources:

Venn Diagram

Compare and Contrast
Compare and Contrast Characters
Story Elements- Graphic Organizer

RL.CI.1.2.-

Mentor Texts:

- "The Rainbow Fish" by Marcus Pfister
- "Giraffes Can't Dance" by Giles Andreae
- "Stand Tall, Molly Lou Melon" by Patty Lovell
- "The Little Engine That Could" by Watty Piper

Resources:

Story Map with Central Message

Central Message

RI.CT.1.8., RI.CI.1.2-

Mentor Texts:

- "Commotion in the Ocean" by Giles Andreae
- National Geographic Readers: Weird Sea Creatures
- "I Am Martin Luther King, Jr." by Brad Meltzer (AAH)
- National Geographic Jr. Martin Luther King, Jr. (AAH)
- "I Am Amelia Earhart" by Brad Meltzer
- National Geographic Readers: Amelia Earhart

Resources:

Venn Diagram

Informational Topic Web

Equipment Needed:

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard
- Expo markers

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Opinion Writing: Writing Reviews

Target Course/Grade Level: Writing/Grade 1

Unit Summary: In this first-grade writing curriculum unit, students will explore the art of expressing opinions through written pieces. The unit begins with teaching students how to introduce their opinions effectively. Through engaging activities and discussions, students will learn to articulate their thoughts clearly and concisely, laying the groundwork for their written pieces. Next, students will focus on supporting their opinions with facts, information, and examples. With guidance and support, they will learn how to gather relevant evidence and incorporate it into their writing to strengthen their arguments. As students progress, they will work on providing a conclusion to their opinion pieces. They will learn how to summarize their main points and restate their opinions in a compelling manner, leaving a lasting impression on their readers. Throughout the unit, students will also receive prompts, guidance, and support to develop and strengthen their writing through planning, revising, and editing. By the end of the unit, students will have developed a strong foundation in expressing opinions through writing. They will be equipped with the skills and strategies needed to confidently share their perspectives on various topics or texts, while also honing their writing mechanics and revision skills.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

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

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

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

READING:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

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

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

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

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

WRITING:

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

A. Introduce an opinion.

B. Support the opinion with facts or other information and examples related to the topic.

C. Provide a conclusion.

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

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

SPEAKING AND LISTENING:

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Unit Understandings:

Students will understand that...

- writers can write opinion pieces on a topic or texts with prompts and support, following a structured format.
- the components of writing opinion pieces include: introducing an opinion, supporting it with facts or other information and examples, and providing a conclusion.
- planning, revising, and editing their writing with prompts, guidance, and support helps strengthen their compositions.
- identifying audience and purpose before writing to ensure their opinions are tailored to resonate with their intended readers.
- finding and correcting errors of spelling, capitalization, and punctuation with prompts and support after skills have been taught to enhance the clarity and readability of their writing.
- peer sharing and teacher feedback sessions provide valuable support and guidance throughout the writing journey, helping writers improve their work.
- publishing pieces and sharing them with others celebrates writers' growth and builds confidence in their storytelling abilities.

Unit Essential Questions:

- How can writers state and support an opinion in convincing ways to their audience?
- How can writers write and revise so that they use introductions and conclusions, persuasive precise language, and opinion writing strategies to be convincing to their readers?
- How can writers share their opinions about books using all that they've learned about review writing?
- How does sharing our stories and celebrating our writing help us become better writers?

Knowledge and Skills:

Students will know...

- writers can write opinion pieces on a topic or texts with prompts and support, following a structured format.
- the components of writing opinion pieces include introducing an opinion, supporting it with facts or other information and examples, and providing a conclusion.
- planning, revising, and editing their writing with prompts, guidance, and support helps strengthen their compositions.
- identifying audience and purpose before writing ensures their opinions are tailored to resonate with their intended readers.
- finding and correcting errors of spelling, capitalization, and punctuation with prompts and support after skills have been taught enhances the clarity and readability of their writing.
- peer sharing and teacher feedback sessions provide valuable support and guidance throughout the writing journey, helping writers improve their work.
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Students will be able to...

- write opinion pieces on a topic or texts with prompts and support, following a structured format.
- introduce an opinion, support it with facts or other information and examples, and provide a conclusion in their opinion pieces.
- plan, revise, and edit their writing with prompts, guidance, and support to strengthen their compositions.
- identify their audience and purpose before writing to ensure their opinions are tailored to resonate with their intended readers.
- find and correct errors of spelling, capitalization, and punctuation with prompts and support after skills have been taught to enhance the clarity and readability of their writing.
- participate in peer sharing and teacher feedback sessions to receive valuable support and guidance throughout the writing journey, improving their work.
- publish pieces and share them with others to celebrate their growth as writers and build confidence in their storytelling abilities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- On-Demand Performance Assessment Prompt- Opinion Endof Unit Assessment
- Work Time Observation Tool-Opinion On-Demand
- Opinion Writing Rubric
- Observational Assessments
- Conferring Checklists

- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Model Opinion Writing:** Show students how to write about their favorite collections, like toys or books. Help them express opinions and reasons using simple language and visuals.
- **Interactive Reasoning Workshops:** Pair students to share opinions and reasons with each other. Encourage them to listen and respond respectfully, using sentence starters or pictures to support their ideas.
- **Opinion Writing Discussions:** Create a safe space for students to share opinions and reasons in group discussions. Use simple prompts to guide their thinking and encourage everyone to participate.
- **Guided Writing Practice:** Provide guided writing opportunities where students receive support as they work on their own writing tasks. Offer prompts or sentence starters to scaffold their writing and encourage them to apply learned skills independently.
- **Peer Collaboration and Feedback:** Facilitate peer collaboration by pairing students to share and discuss their writing. Encourage them to provide constructive feedback to each other, focusing on strengths and areas for improvement. This promotes a supportive writing community and fosters growth in writing skills.
- **Interactive Book Reviews:** Engage students in interactive book review sessions where they share their thoughts and opinions about a story they've read. Use prompts like "What did you like about the story?" and "Would you recommend this book to a friend?" to encourage discussion and critical thinking.
- **Peer Review Partners:** Pair students up for peer review sessions, where they exchange their book reviews with a partner for feedback. Teach them to give constructive feedback using prompts like "What did you enjoy about your partner's review?" and "Is there anything your partner could add to make their review even better?" This encourages collaboration and supports students in refining their writing skills.
- **Author Study:** Introduce students to the concept of an author study, where they explore multiple books by the same author. After reading several books by a particular author, guide students in writing comparative book reviews where they analyze common themes, writing styles, or characters across the author's works.
- **Author's Showcase:** Students present their published books with clear voices, sharing details about their stories.
- **Feedback Partners:** Students give specific compliments and suggestions to peers about their books.
- **Classroom Library Contributions:** Students add their books to the classroom library, fostering a culture of sharing and appreciation.

Content Differentiation:

- **Topic Idea Centers:** Create different stations in the classroom with fun activities to help students come up with ideas/topics for their stories. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own writing.

- **Writing Buddies:** Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

Process Differentiation:

- **Learning Stations:** Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- **Choice Boards:** Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

Product Differentiation:

- **Illustration Showcase:** Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

Additional Considerations:

- **Celebrating Growth:** Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- **Parental Involvement:** Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

RESOURCES

Teacher Resources:

- Unit 3: Writing Pacing Guide

W.AW.1.1.-

Mentor Texts:

- "Hair Love" by Matthew A. Cherry (AAH)
- Exemplar reviews (provided in the online resources)

Resources:

- Learning Progression-Opinion Writing
- Teacher Checklist- Opinion Writing
- Grade 1 Phonological Awareness Extensions
- Work Time Photographs- Playground Equipment
- Sharing Our Opinions
- To Describe, Writers Tell About
- Anchor Chart-Sentence Starters for Writing Reviews
- Powerful Story Writers
- Grab Your Reader's Attention
- Make It Stick!
- Use a Capital Letter
- Anthologies Can Have . .
- Grab Your Reader's Attention
- Give a Sneak Peek!
- Edit Titles
- Make It Even More Convincing!
- Grab Your Reader's Attention

Equipment Needed:

- "Units of Study in Writing"
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Seeing Through Author's Eyes: Our Reading Focus

Target Course/Grade Level: English Language Arts/ Grade 1

Unit Summary: This first grade reading unit focuses on building essential comprehension skills through narratives and informational texts. Students will learn to identify who is telling the story at different points and ask detailed questions about stories, exploring the elements of who, what, where, when, why, and how. They will also distinguish between information presented through pictures or illustrations versus information conveyed through words in texts. In addition to narratives, students will engage with informational texts to identify reasons authors provide to support their points and explain the application of this information. Instruction will include interactive read-alouds, shared reading sessions, and text-based discussions to deepen understanding. This unit will also incorporate phonological awareness and phonics instruction. In summation, this unit aims to equip students with foundational skills for comprehending and analyzing both narrative and informational texts effectively.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

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

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

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

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

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

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

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

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

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

READING:

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

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

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

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

WRITING:

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

SPEAKING AND LISTENING:

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections and Standards:**Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Unit Understandings:

Students will understand that...

- identifying who is telling the story at various points in a text helps them grasp different narrative perspectives and understand the author's intent.
- asking and answering questions about key details in a literary text, such as who, what, where, when, why, and how, deepens their comprehension and engagement with the story.
- identifying the reasons an author gives to support points in a text and explaining how that information is applied enhances their ability to interpret and analyze informational texts effectively.
- distinguishing between information provided by pictures or illustrations and information provided by the words in a text aids in comprehending and interpreting informational materials more accurately.

Unit Essential Questions:

- How do readers know which character is telling the story at different parts of the text?
- Why is it important to know who is telling the story?
- What types of questions do good readers ask about a text?
- What do readers think while they read?
- How can we find the reasons an author gives to support their ideas in a story or text?
- Why is it important to understand the reasons an author gives to explain their points?
- Why is it important to look at both the pictures and the words to understand a story?

Knowledge and Skills:

Students will know...

- foundational phonological awareness and phonics skills that will support their literacy development as they continue to grow and learn.
- the relationship between sounds in language and letters in the alphabet.
- how to identify and manipulate individual sounds (phonemes) in words through activities like rhyming, blending, and segmenting.
- letter-sound correspondences and how letters represent the sounds they hear in words.
- how to decode and encode grade level words.
- how to identify who is telling the story at various points in a text, enhancing their understanding of narrative perspectives.
- how to ask and answer questions about key details in a literary text, including who, what, where, when, why, and how, to deepen their comprehension of the story.
- readers identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed, to develop their skills in understanding informational texts.
- how to distinguish between information provided by pictures or other illustrations and information provided by the words in a text, enhancing their ability to comprehend and analyze informational materials.

Students will be able to...

- recognize words that rhyme.
- isolate the initial and final sound in a spoken word.
- learn to segment a spoken word into syllables.
- manipulate syllables by adding, deleting, and substituting to make new words.
- work with rhyme production by engaging in three different activities that work to build understanding that rhymes can be produced by changing the initial sounds.
- blend two or three phonemes or sounds into a spoken word.
- match uppercase and lowercase letters.
- correctly form each letter of the alphabet.
- understand letter-keyword-sound relationships.
- decode and encode CVC words.
- demonstrate the ability to recognize and identify bonus letters within words.
- exhibit proficiency in decoding and encoding words containing glued sounds.
- understand that certain words are composed of root/base words along with suffixes.
- decode multisyllabic words.
- identify who is telling the story at various points in a text, enhancing their understanding of narrative perspectives.
- ask and answer questions about key details in a literary text, including who, what, where, when, why, and how, to deepen their comprehension of the story.
- identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed, to develop their skills in understanding informational texts.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text, enhancing their ability to comprehend and analyze informational materials.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit 4A-End of Unit Common Assessment
- Unit 4B-End of Unit Common Assessment
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
 - Point of View
 - Character Point of View
 - Illustration Predictions

- Fiction Question Stems
- 5W, 1H
- Text Connections Charts
- Making Connections
- Author's Reasons
- Author's Purpose
- Illustration Predictions
- Text or Illustration
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Think-Aloud Reading:** Read aloud, pause to think aloud about who's speaking based on words like "I" or "he/she," then have students practice finding those words in their reading.
- **Illustration Predictions:** Before reading, discuss illustrations to predict the narrator, then compare predictions with the actual narrator after reading.
- **Highlighting Dialogue:** Read aloud, highlight dialogue tags like "said" or "asked," discuss their role in showing who's speaking, then have students find and mark them in their own reading.
- **Detail Listening Activity:** Read the story, prompting students to listen for characters, settings, and major events. Ask questions like "Who is in the story?" and "Where does the story take place?" to help them identify these important details.
- **Engagement Inquiry:** Encourage students to ask questions about the story while reading. Use prompts like "What is happening?" and "Why did the character do that?" to deepen their engagement with the text.
- **Text Exploration Practice:** Guide students to find answers in the text and illustrations. Use questions like "When did this happen?" and "How did the character solve the problem?" to help them understand the sequence of events and character actions.
- **Reason-Point Puzzle:** Create a puzzle activity where students match reasons provided in the text with the main points they support. This hands-on approach helps them see how reasons fit together to support the main ideas.
- **Supporting Points Showcase:** Give each student a sticky note with a question prompt like "Why is this important?" or "How does this reason help us understand the main idea?" As they read a passage or story, they jot down their responses on the sticky note and share with the class how they think the author's reasons support the points in the text.
- **Picture Detective:** Provide students with magnifying glasses or binoculars (paper cutouts can work too) and ask them to carefully observe the illustrations in a book. They can jot down or verbally share what they see happening, where it's happening, and who is involved based on the pictures.
- **Word Explorer:** Guide students to focus on reading the words in the text to understand the story's details, events, and descriptions. Use activities like word hunts where students search for

specific words or phrases related to the story's details and events.

- **Picture-Word Match-up:** Give students a set of picture cards and corresponding text excerpts from a story. Ask them to match each picture with the text that describes it. Encourage discussions about how the pictures and words together tell the story and how they might differ in conveying information.
- **Picture Detective:** Provide students with magnifying glasses or binoculars (paper cutouts can work too) and ask them to carefully observe the illustrations in a book. They can jot down or verbally share what they see happening, where it's happening, and who is involved based on the pictures.
- **Word Explorer:** Guide students to focus on reading the words in the text to understand the story's details, events, and descriptions. Use activities like word hunts where students search for specific words or phrases related to the story's details and events.
- **Picture-Word Match-up:** Give students a set of picture cards and corresponding text excerpts from a story. Ask them to match each picture with the text that describes it. Encourage discussions about how the pictures and words together tell the story and how they might differ in conveying information.

Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

Process Differentiation:

- **Choice in Learning Tools:** Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

Product Differentiation:

- **Variety of Ways to Show Learning:** Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- **Differentiated Rubrics:** Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

Additional Considerations:

- **Incorporating Student Interests:** Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

RESOURCES

Teacher Resources:

- Unit 4: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- ELL Strategy Library

RL.PP.1.5.-

Mentor Texts:

- "The Pigeon Needs a Bath!" by Mo Willems
- "The Day the Crayons Quit" by Drew Daywalt
- "Knuffle Bunny: A Cautionary Tale" by Mo Willems

Resources:

- Point of View
- Character Point of View
- Illustration Predictions

RL.CR.1.1.-

Mentor Texts:

- "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst
- "Hello, Goodbye Dog" by Maria Gianferrari
- "The Same but Different Too" by Karl Newson

Resources:

- Fiction Question Stems
- 5W, 1H
- Text Connections Charts
- Making Connections

RI.AA.1.7-

Mentor Texts:

- "Are You an Ant?" by Judy Allen
- "Hippos Are Huge!" by Jonathan London
- "Timeless Thomas: How Thomas Edison Changed Our Lives" by Gene Barretta
- "Give Bees a Chance" by Bethany Barton

Resources:

- Author's Reasons
- Author's Purpose

RI.PP.1.5.-

Mentor Texts:

- "A Seed Is Sleepy" by Dianna Aston
- "Actual Size" by Steve Jenkins

Resources:

- Illustration Predictions
- Text or Illustration

Equipment Needed:

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard
- Expo markers

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Narrative Writing: From Scenes to Series

Target Course/Grade Level: Writing/Grade 1

Unit Summary: In this first-grade writing curriculum unit, students will embark on storytelling adventures, where they will create narratives based on imagined experiences or events. With the support of prompts and guidance, students will learn to craft narratives comprising several complete sentences, adhering to a structured format. The unit begins by teaching students how to establish a situation and introduce characters using words and pictures. Through engaging activities, students will learn to organize event sequences, laying the foundation for their narratives. Next, students will focus on providing dialogue, description, and details of experiences, events, or characters. With guidance and support, they will learn to develop rich narratives that captivate their readers' imaginations. As students progress, they will work on using transitional words to manage the sequence of events in their narratives. Throughout the unit, students will also receive prompts, guidance, and support to develop and strengthen their writing through planning, revising, and editing. They will learn to identify their audience and purpose before writing, ensuring that their narratives are tailored to engage their readers. By the end of the unit, students will have developed a strong foundation in storytelling, equipped with the skills and strategies needed to craft narratives that entertain, engage, and elicit reactions from their audience.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

READING:

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

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

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

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

WRITING:

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

A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

B. Provide dialogue and/or description and details of experiences, events, or characters.

C. Use transitional words to manage the sequence of events.

D. Provide a reaction to the experiences or events.

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

A. With prompts and support, identify audience and purpose before writing.

B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

SPEAKING AND LISTENING:

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Unit Understandings:

Students will understand that...

- writers can write narratives based on imagined experiences or events.
- narrative writing consists of components including: establishing a situation and introducing characters using words and pictures, organizing an event sequence, providing dialogue and/or description, and incorporating details of experiences, events, or characters.
- using transitional words to manage the sequence of events in their narratives ensures coherence and smooth flow.
- how incorporating details about what happened in their stories makes their writing more interesting.
- writers can develop and strengthen their writing through planning, revising, and editing.
- identifying audience and purpose before writing ensures that their narratives are tailored to engage and resonate with their intended readers.
- peer sharing and teacher feedback sessions provide valuable support and guidance throughout the writing journey, helping writers improve their work.
- publishing pieces and sharing them with others celebrates writers' growth and builds confidence in their storytelling abilities.

Unit Essential Questions:

- How can writers use what they know about small moments to create a fictional story?
- How can writers use all they know about spelling to develop characters' feelings using higher-level vocabulary?
- How can writers study mentors of series books to help them create their own series books?
- How does sharing our stories and celebrating our writing help us become better writers?

Knowledge and Skills:

Students will know...

- narratives can be written about imagined events.
- narrative writing consists of components including: establishing a situation and introducing characters using words and pictures, organizing an event sequence, providing dialogue and/or description, and incorporating details of experiences, events, or characters.
- using transitional words helps manage the sequence of events in their narratives, making their stories easier to understand.
- adding details about what happened in their stories makes their writing more interesting.
- writers can develop and strengthen their writing through planning, revising, and editing.
- identifying audience and purpose before writing ensures that their stories are interesting to the people reading them.
- peer sharing and teacher feedback sessions help writers improve their work.
- publishing pieces and sharing them with others celebrates writers' growth and builds confidence in their storytelling abilities.

Students will be able to...

- write narratives based on imagined experiences or events, using their creativity and imagination to craft engaging stories.
- include key components of narrative writing, such as establishing a situation and introducing characters using words and pictures, organizing events in a sequence, providing dialogue and/or description, and adding details to make their stories vivid and interesting.
- use transitional words like "first," "next," and "finally" to help organize the sequence of events in their narratives, making their stories easier to follow.
- understand how adding details about what happened in their stories makes their writing more interesting and engaging for readers.
- develop and strengthen their writing skills by planning, revising, and editing their narratives, making sure their stories are clear, cohesive, and well-written.
- identify who their audience is and what the purpose of their writing is before they start, ensuring that their stories are tailored to engage and resonate with their intended readers.
- participate in peer sharing and teacher feedback sessions, actively listening to feedback and using it to improve their writing.
- celebrate their growth as writers by publishing their pieces and sharing them with others, building confidence in their storytelling abilities and encouraging further creativity.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- On-Demand Performance Assessment- Narrative End of Unit Assessment

- Assessment Tool: Writing a Narrative On-Demand
- Narrative Writing Rubric
- Observational Assessments
- Conferring Checklists
- Graphic Organizers
- Summarization
- Post-it and/or communicator responses
- Independent illustrations
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Interactive Storytelling Sessions:** Engage students in interactive storytelling sessions where they can participate in creating stories together. Use props, puppets, or story stones to spark creativity and encourage active participation.
- **Visual Story Starters:** Provide students with visual prompts such as picture cards, photographs, or illustrations to inspire their writing. Encourage them to observe the images closely and use them as a starting point for their own stories.
- **Guided Writing Activities:** Lead students through guided writing activities where they can collaborate on creating stories as a group. Provide sentence starters, story frames, or graphic organizers to scaffold their writing process and support their development of narrative skills.
- **Character-Centered Brainstorming Sessions:** Facilitate brainstorming sessions where students explore their characters' interests, hobbies, and motivations. Encourage students to generate story ideas based on these character traits, fostering creativity and personal investment in their writing.
- **Dialogue Practice Centers:** Set up centers or stations where students can practice writing dialogue between characters. Provide sentence starters or prompts to scaffold their writing and encourage peer collaboration to develop conversational exchanges.
- **Visual Storytelling Workshops:** Conduct workshops on visual storytelling techniques, emphasizing the use of illustrations to enhance narratives. Provide students with art materials and guidance on how to incorporate visuals into their writing to convey important details and enrich their storytelling.
- **Interactive Pattern Recognition:** Engage students in interactive activities where they identify patterns in stories, such as repeated phrases or similar story structures. Provide examples and guide them in applying these patterns to their own writing.
- **Author's Showcase:** Students present their published books with clear voices, sharing details about their stories.
- **Feedback Partners:** Students give specific compliments and suggestions to peers about their books.
- **Classroom Library Contributions:** Students add their books to the classroom library, fostering a culture of sharing and appreciation.

Content Differentiation:

- **Story Idea Centers:** Create different stations in the classroom with fun activities to help students come up with ideas for their stories. For example, one station could have pictures to inspire their imagination, another station could have story prompts related to their own experiences, and another station could have story starters with simple sentence frames. Students rotate through the centers, choosing the activities that spark their creativity the most to brainstorm their own story ideas.

- Writing Buddies: Pair students up and let them help each other make their stories even better! Each pair reads their partner's story and says nice things about it. Then, they talk about one thing that could make the story even cooler. Maybe they'll suggest adding more details or changing the ending. Afterward, students fix up their stories based on their buddy's ideas before sharing them with the class.

Process Differentiation:

- Learning Stations: Set up different stations around the classroom with various writing activities to cater to different learning styles. For example, one station could involve drawing pictures to plan out their stories, another station could have word cards for students to arrange into sentences, and another station could have a computer or tablet for students to type their stories. Students can choose which stations they want to work at based on their preferences and needs.
- Choice Boards: Provide students with a choice board that offers a variety of writing activities related to personal narrative writing. For example, the choice board could include options such as creating a storyboard for their story, writing a letter to one of the characters in their story, or illustrating their story with pictures. Students can choose which activities they want to complete based on their interests and learning preferences, allowing for differentiation and student autonomy in the writing process.

Product Differentiation:

- Illustration Showcase: Encourage students to illustrate their stories with drawings or pictures that bring their narratives to life. After publishing their stories, create a classroom gallery where students can display their illustrations alongside their written work. This allows students to showcase their artistic talents and enhances the visual appeal of their published stories, catering to diverse learning preferences and strengths.

Additional Considerations:

- Celebrating Growth: Throughout the unit, celebrate students' progress and growth as writers. Recognize and acknowledge their efforts, improvements, and achievements during writing activities and milestones. This fosters a positive learning environment and boosts students' confidence and motivation in their writing journey.
- Parental Involvement: Engage parents and caregivers in their child's writing development by providing opportunities for them to support and celebrate their child's writing at home. Share information about the writing unit and suggest activities or prompts for families to explore together. This strengthens the home-school connection and reinforces the importance of writing both in and out of the classroom.

RESOURCES

Teacher Resources:

- Unit 4: Writing Pacing Guide

W.AW.1.1.-

Mentor Texts:

- Yasmin the Chef by Saadia Faruqi (AAPI)
- Yasmin the Superhero by Saadia Faruqi (AAPI)
- Yasmin the Teacher by Saadia Faruqi (AAPI)

Resources:

- Learning Progression- Narrative Writing
- Teacher Checklist-Narrative Writing
- Grade 1 Phonological Awareness Extensions
- Becoming Fiction Writers
- Power Story Writers
- Things that Make Us Special
- Word Cards- Movement Word Cards
- Active Listening
- Conference Roles
- In a Conference Writers Talk About
- We Are All-In Writers!
- Make a Setting Come Alive
- Super Series Writers
- Ways to Write Even More!
- Revision Decisions
- Writers Add Cool Features!
- Write a Back Blurb

Equipment Needed:

- “Units of Study in Writing”
- Mentor texts
- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Our Final Reading Exploration: Stories and Facts Uncovered

Target Course/Grade Level: English Language Arts/ Grade 1

Unit Summary: In this unit designed for first graders, students will explore the worlds of fiction and informational texts, focusing on analyzing, comparing, and contrasting stories. They will learn to describe characters, settings, and major events using key details in stories, while also developing skills to ask and answer questions about informational texts, identifying who, what, where, when, why, and how. Through read-alouds, shared readings, and discussions, students will compare different characters, settings, and information across texts. They will also distinguish between the purposes of fiction and informational texts, expanding their vocabulary and language skills through interactive activities and writing tasks. By the end of the unit, students will have developed a strong foundation in comparing and contrasting literary and informational texts. This unit will also incorporate phonological awareness and phonics instruction. Students will be equipped with the skills and strategies needed to comprehend and analyze a variety of texts effectively.

Approximate Length of Unit: 6 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

READING:

- RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

WRITING:

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

SPEAKING AND LISTENING:

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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

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

Technology:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Unit Understandings:

Students will understand that...

- readers can describe characters, settings, and major events in a story using key details to enhance comprehension and storytelling.
- there are significant differences between books that tell stories and books that provide information. They will recognize how literary texts are organized, including storyline progression, chronological events, and the interpretation of illustrations, based on their exposure to various text types.
- readers can identify similarities and differences between two literary texts on the same topic, focusing on elements such as characters, experiences, illustrations, descriptions, or procedures, to deepen their understanding of narrative structures.
- there are major differences between books that tell stories and books that provide information. They will recognize various text features such as headings, tables of contents, glossaries, electronic menus, and icons, which help locate key facts or information in texts across different genres.
- readers can identify similarities and differences between two informational texts on the same topic, focusing on elements such as characters, experiences, illustrations, descriptions, or procedures, to develop a comprehensive understanding of informational content.
- readers ask and answer questions about key details in an informational text, including who, what, where, when, why, and how, to deepen their comprehension of factual information.

Unit Essential Questions:

- What makes a book a fiction, and how is it different from a book that gives information?
- How can we tell if a book is telling a story or giving us facts?
- How can readers figure out how two stories about the same topic are alike and how are they different?
- What can we learn by comparing two books that are about the same thing?
- How do good readers describe characters, settings and major events?
- How can we tell if a book is telling us a story or is nonfiction and giving us information?
- What are some tools we can use, like headings or tables of contents, to find important information in books that give us facts?
- How can readers figure out how two stories about the same topic are alike and how are they different?
- What can we learn by comparing two books that are about the same thing?
- Why is identifying the main topic from the text important?
- How do I use everything I know about reading to read books that teach me information and ideas about different topics?

Knowledge and Skills:

Students will know...

- foundational phonological awareness and phonics skills that will support their literacy development as they continue to grow and learn.
- the relationship between sounds in language and letters in the alphabet.
- how to identify and manipulate individual sounds (phonemes) in words through activities like rhyming, blending, and segmenting.
- letter-sound correspondences and how letters represent the sounds they hear in words.
- how to decode and encode grade level words.
- how to describe characters, settings, and major events in a story using key details.
- the major differences between books that tell stories and books that give information, recognizing the organization and features of literary texts such as storyline progression, chronology of events, and interpretation of illustrations, drawing on a wide range of text types.
- how to identify similarities and differences between two literary texts on the same topic, focusing on characters, experiences, illustrations, descriptions, or procedures.
- the major differences between books that tell stories and books that give information, identifying various text features such as headings, tables of contents, glossaries, and electronic menus to locate key facts or information in a text, drawing on a wide range of text types.
- how to identify similarities and differences between two informational texts on the same topic, focusing on characters, experiences, illustrations, descriptions, or procedures.
- how to ask and answer questions about key details in an informational text, including who, what, where, when, why, and how.

Students will be able to...

- recognize words that rhyme.
- isolate the initial and final sound in a spoken word.
- learn to segment a spoken word into syllables.
- manipulate syllables by adding, deleting, and substituting to make new words.
- work with rhyme production by engaging in three different activities that work to build understanding that rhymes can be produced by changing the initial sounds.
- blend two or three phonemes or sounds into a spoken word.
- match uppercase and lowercase letters.
- correctly form each letter of the alphabet.
- understand letter-keyword-sound relationships.
- decode and encode CVC words.
- demonstrate the ability to recognize and identify bonus letters within words.
- exhibit proficiency in decoding and encoding words containing glued sounds.
- understand that certain words are composed of root/base words along with suffixes.
- decode multisyllabic words.
- describe characters, settings, and major events in a story using key details.
- explain major differences between books that tell stories and books that provide information, recognizing the organization and features of literary texts such as storyline progression, chronology of events, and interpretation of illustrations, drawing on a wide range of text types.
- identify similarities and differences between two literary texts on the same topic, focusing on characters, experiences, illustrations, descriptions, or procedures.

- explain major differences between books that tell stories and books that provide information, identifying various text features such as headings, tables of contents, glossaries, electronic menus, and icons to locate key facts or information in a text, drawing on a wide range of text types.
- identify similarities and differences between two informational texts on the same topic, focusing on characters, experiences, illustrations, descriptions, or procedures.
- ask and answer questions about key details in an informational text, including who, what, where, when, why, and how.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Unit 5A-End of Unit Common Assessment
- Unit 5B-End of Unit Common Assessment
- Foundations Unit Assessment
- Heggerty Benchmark
- Exit Tickets
- Graphic Organizers:
 - Story Elements
 - Character Map
 - Retelling
 - Chronological Order Story Board
 - Text Structure
 - Text Structure Puzzles
 - Fantasy Vs Reality
 - Venn Diagram
 - Compare and Contrast Graphic Organizers
 - Compare and Contrast Characters
 - Text Structure Puzzles
 - Text Features
 - Informational Topic Web
 - Ask and Answer Questions
- Post-it and/or communicator responses
- Independent illustrations in reading notebooks
- Observational Assessments
- Anecdotal Records
- Student Oral Response
- Classroom Discussions
- Conferring Checklists
- Rubrics
- Think/Pair/Share

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Story Element Walk:** Take students through a story, pausing to ask who's in the story, where it's happening, and what's going on. Encourage them to point out illustrations or details supporting their answers.
- **Text Feature Detective:** Have students find specific text features in a book using magnifying glasses or drawn ones. Discuss the purpose of each feature they find.
- **Genre Sort:** Let students group books by genre (fiction and nonfiction), discussing how narrative and informational texts are organized differently.
- **Character Trait Comparison Venn Diagram:** Use a chart or venn diagram to compare traits of characters from two stories, highlighting similarities and differences.
- **Story Elements Sort Activity:** Create an activity where students sort cards with elements from both books into categories of "Similar" and "Different".
- **Character Maps:** Provide students with graphic organizers where they can list characters and describe their traits, feelings, and actions.
- **Setting Sensory Chart:** Encourage students to use their senses to describe the setting by creating charts with columns for what they see, hear, smell, feel, and even taste in the story's setting.
- **Book Sort Activity:** Have students sort books into storybooks and informational books categories, discussing their choices.
- **Feature Scavenger Hunt:** Students search for text features in books, discussing their purposes.
- **Text Type Carousel:** Students rotate through stations with different texts, discussing the features they find.
- **Comparison Chart Activity:** Provide a chart with two columns labeled "Text 1" and "Text 2". After reading two informational texts on the same topic, students fill in the chart, noting similarities and differences. They support their findings with evidence from the texts.
- **Venn Diagram Discussion:** Using a large Venn diagram, students identify one similarity and one difference between the two texts. They share their findings with the class and continue adding to the diagram as they discuss.
- **Question Stems:** Provide students with question stems such as "Who," "What," "Where," "When," "Why," and "How" to help them formulate questions about the text.
- **Question Maps:** Use graphic organizers like question maps or question-answer charts to help students organize their questions and answers.
- **Text Features Exploration:** Teach students to use text features like headings, captions, and diagrams to help them find answers to their questions.

Content Differentiation:

- **Adjust Text Complexity:** Offer a variety of reading materials with different levels of difficulty to match each student's reading ability. Use picture books, simple stories, and leveled readers to provide appropriate challenges.
- **Provide Supportive Tools:** Before reading more challenging texts, introduce new vocabulary words or concepts through pictures, simple definitions, or discussions. Use story maps or picture guides to help students understand the main ideas.
- **Adapted Activities:** Create different versions of assignments with varying levels of difficulty.
- **Choice Activities:** Present students with a choice of activities related to the same topic. They can select tasks that interest them, such as drawing a picture, retelling the story in their own words, or acting out a scene.

Process Differentiation:

- Choice in Learning Tools: Offer students the opportunity to select their preferred tools for note-taking, completing assignments, and demonstrating understanding (e.g., graphic organizers, digital presentations, written reports).

Product Differentiation:

- Variety of Ways to Show Learning: Offer students different options to demonstrate what they've learned, such as drawing pictures, telling stories, creating artwork, singing songs, or using simple technology.
- Differentiated Rubrics: Use grading guides with simple criteria tailored to each student's abilities and level of understanding. This helps students know what is expected of them and supports their growth and progress.

Additional Considerations:

- Incorporating Student Interests: Try to link lesson topics with things that interest your students to make learning more exciting and engaging.

RESOURCES

Teacher Resources:

- Unit 5: Reading Pacing Guide
- Ready Teacher Resource Book
- I-Ready-Teacher Tool Box
- Foundations Teacher's Manual
- Heggerty Phonemic Awareness
- ELL Strategy Library

RL.IT.1.3.-

Mentor Texts:

- "Lilly's Purple Plastic Purse" by Kevin Henkes
- "Bilal Cooks Daal" by Aisha Saeed (AAH)

Resources:

Story Elements
Character Map
Retelling

RL.TS.1.4.-

Mentor Texts:

- "One Cool Friend" by Toni Buzzeo
- "National Geographic Readers: Penguins" by Anne Schreiber

Resources:

Chronological Order Story Board
Text Structure
Text Structure Puzzles
Fantasy Vs Reality

RL.CT.1.8.-

Mentor Texts:

- "Reading Beauty" by Deborah Underwood (AAH)
- "Sleeping Beauty" by Michael Teitelbaum

Resources:

Venn Diagram
Compare and Contrast Graphic Organizers
Compare and Contrast Characters

RI.TS.1.4.-

Mentor Texts:

- "Where the Wild Things Are" by Maurice Sendak
- "What If You Had Animal Scales?" by Sandra Markle

Resources:

Text Structure Puzzles
Text Features
Venn Diagram

RI.CT.1.8.-

Mentor Texts:

- "My Five Senses" by Alike
- "The Five Senses" by Nuria Roca

Resources:

Venn Diagram
Informational Topic Web

RI.CR.1.1.-

Mentor Texts:

- "What If You Had Animal Teeth?" by Sandra Markle

Resources:

Ask and Answer Questions

Equipment Needed:

- Mentor Texts
- Student device
- Teacher device
- Projector
- Student notebooks
- Post-its
- Books
- Chart paper
- Whiteboard
- Expo markers