

English Language Arts
Grade 1

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School



Course Name: ELA
Grade: 1

Board Approved: DATE OF BOARD APPROVAL

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

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Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.5 RF.1.2A,B RL.1.5 RI.1.10 RF.1.4A RL.1.6 RL.1.7 RL.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: <ul style="list-style-type: none"> ● Literary ● Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> ● Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar and mechanics when writing or speaking
<u>Unit 2</u>	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.3 RF.1.2A,B,C RL.1.10 RI.1.4 RF.1.3A,B,C RI.1.6 RF.1.4A,B RI.1.7 RI.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A,B SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B,C,D,E L.2.A,B,C,D L.1.5A,B L.1.6
	Text Type: <ul style="list-style-type: none"> ● Literary ● Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> ● Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> ● Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> ● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 3</u>	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RL.1.4 RI.1.3 RF.1.3A,B,C,D,E RL.1.7 RI.1.4 RF.1.4A,B,C RL.1.9 RI.1.7 RL.1.10 RI.1.9 RI.1.10	Primary Focus Standards: W.1.1 W.1.2 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus Standards: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1C,D,E,F,G,H L.1.2A,B,C,D,E L.1.4A,B,C L.1.5A,B,C L.1.6

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	<p>Text Type:</p> <ul style="list-style-type: none"> Literary Informational 	<p>Writing Focus:</p> <p>Use the writing process to create</p> <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing 	<p>Task type:</p> <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 4	<p>Primary Focus Standards:</p> <p>RL.1.1 RI.1.1 RF.1.1A RI.1.2 RF.1.2A,B,C,D RL.1.2 RI.1.3 RF.1.3A,B,C,D,E RL.1.4 RI.1.4 RF.1.4A,B,C RL.1.7 RI.1.7 RL.1.9 RI.1.8 RL.1.10 RI.1.9 RI.1.10</p>	<p>Primary Focus Standards:</p> <p>W.1.1 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6</p>	<p>Primary Focus Standards:</p> <p>L.1.1D,E,F,G,H,I,J L.1.2A,B,C,D,E L.1.4A,B,C L.1.5C,D L.1.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> Literary Informational 	<p>Writing Focus:</p> <p>Use the writing process to create</p> <ul style="list-style-type: none"> Opinion writing Narrative writing Routine writing 	<p>Task type:</p> <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<p>Skill focus:</p> <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	<p>Reading</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.lesterlaminack.com/blog.htm www.seymoursimon.com/index.php/blog https:// 	<p>Writing & Language</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - (technology resource) http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	<p>Critical Thinking</p> <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html www.seymoursimon.com/index.php/blog

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Unit 1 Grade 1		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details in the text are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		<ul style="list-style-type: none"> ● Identify key story details ● Provide a description of characters in a story using key details ● Provide a description of the setting of a story using key details ● Provide a description of the major events in a story using key details
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: <ul style="list-style-type: none"> ● Read a variety of narrative and informational texts ● Identify the traits of narrative texts and informational texts ● Compare and contrast narrative and informational text, focusing on how they are different
		RI.1.5: <ul style="list-style-type: none"> ● Determine what text features help locate important information ● Use headings to help understand text ● Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)

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<p>RL.1.6. Identify who is telling the story at various points in a text.</p>		<ul style="list-style-type: none"> ● Explain the function of a narrator ● Determine the narrator who is telling a story ● Identify when the narrator changes
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>		<ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, or events ● Explain how illustrations describe important story elements ● Identify story details that describe story elements ● Describe elements of the story using story details
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>		<ul style="list-style-type: none"> ● Identify the long and short vowel sounds in words ● Explain the difference between the long and short vowel sounds ● Produce the sound for each letter and blend to make a word ● Discern letter sounds at the beginning, middle, and end of words ● Take apart a word by sounds
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p>		<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Reread text to better understand what was read, when necessary
<p>Unit 1 Writing Standards</p>	<p>Unit 1 Writing Critical Knowledge and Skills</p>	

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<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> ● Explain what was written when questions are asked by adults and peers ● Reflect on writing and make changes ● Add descriptive words and details ● Attempt to recognize and correct spelling, grammar and punctuation errors
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them

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<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.1.1.A. Print all upper- and lowercase letters.</p> <p style="padding-left: 40px;">L.1.1.B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> ● Form all upper and lowercase letters with appropriate sizing and spacing ● Identify common and proper nouns and provide examples of each ● Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.1.2.A. Capitalize dates and names of people.</p> <p style="padding-left: 40px;">L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> ● Recognize the names of people, days of the week, and months of the year ● Capitalize the appropriate words in the date and the names of people ● Identify different types of end punctuation ● Apply appropriate end punctuation to writing
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group

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L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

- Use vocabulary accurately in speaking and writing
- Demonstrate using conjunctions in speaking and writing
- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

Unit 1

Learning Goals

Suggested Activities

Precursor to Unit 1: Launching the Readers/Writers Workshop

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Reading

1. Share prior knowledge in whole and small group discussions (activate schema) while staying on topic.
2. Use picture clues to prepare for reading (picture walks, connecting words and relevant vocabulary).
3. Ask and answer questions before, during and after reading.
4. Make predictions before, during (using pictures, title, what has been read and prior knowledge) and after reading (confirming predictions with details from the text) during whole group, small group and independent reading
5. Share and justify opinions about stories (e.g. favorite part and why, I did/did not like this story because, when making predictions).
6. Retell stories in sequence using characters, setting, main events, key details and vocabulary from the text.
7. Develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature (monitoring for meaning)
8. Demonstrate comprehension, inferential thinking and decoding skills.
9. Describe and identify characters and their traits, feelings and motives.
10. Demonstrate ability to make connections using prior knowledge (e.g. text-to-text, text-to-self, text-to-world) orally, through illustrations or a written response.
11. Identify and generate examples of cause and effect.

Reading

1. Model and practice decoding strategies
 - Did that make sense?
 - Does that look right?
 - Check the middle (or end) of the word. What would make sense and look right?
 - Sweep the word and say the sounds slowly.
 - Cover the ending.
 - Find a part you know.
 - Get your mouth ready and use the picture
2. Model and practice comprehension strategies (retelling, predictions, previewing, making connections, identifying characters/setting, favorite part) in the following settings:
 - ***Whole Group*** *Introduce and explicitly model strategies during interactive read alouds.*
 1. Develop metacognition by using Think Alouds to guide students' thinking
 2. Model using post-its to monitor and share thinking before, during and after reading.
 3. Create anchor charts with sentence stems to scaffold thinking (e.g. "My favorite part was when....because....", "This reminds me of...", "First, next, then, and then, finally)
 - ***Guided Reading*** *Reinforce concepts taught during focus lessons using comprehension scaffolds (examples listed are from The Next Step Forward in Guided Reading By: Jan Richardson (chapter 7)*
 - Monitoring
 - Stop and Fix-Up
 - Retelling
 - Stop, Think, Paraphrase
 - Beginning-Middle-End
 - Five-Finger Retell
 - Key Words
 - Who-What
 - Developing Vocabulary
 - Strategies to Explain New Words
 - Asking and Answering Questions
 - Green Questions
 - Red Questions
 - Analyzing Relationships
 - Cause-Effect Questions

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Writing (narrative)

1. Write a personal narrative
 - a. using pictures to tell a story
 - b. writing across pages
2. Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults.
3. Add details to story during revision process with teacher support.
4. Use a Writer's checklist for:
 - a. Capitalize proper nouns and first letter in a sentence
 - b. Choose correct ending marks
 - c. spaces between words
 - d. writing left to right
5. Students will use knowledge of short vowels, blends and digraphs to write unknown words (invented spelling).
6. Editing: ending punctuation, comma, spacing

Writing (narrative) [Teacher created mentor text](#)

- **Suggested Minilessons**
 - writers create an idea booklet that they can refer to for ideas
 - writers use events from their lives-things they do or things that have happened to them- to write small moment stories
 - writers plan what they want to write before they start writing (touch, tell, sketch, then write)
 - Writers remember “when you’re done, you’ve just begun”. Writers go back and add more to pictures and words.
 - Writers spell by stretching out each word listening for all sound and recording what they hear
 - Writers write with a focus (watermelon and seed)
 - Writers talk to other writers about their writing, story telling their ideas out loud
 - writers reread their writing checking that it is clear and “fixing up” as necessary.
 - Writers bring their stories to life
 - by making their characters move and speak
 - tell small steps/tell your story across your fingers
 - make characters think and feel
 - writers use words they know to spell new words and more challenging words
 - writers use punctuation to help readers read it better (capitals/ending marks)
 - writers publish by choosing a story they want to share then they fix it up.
 - writers make sure their writing is easy to read by using an editing checklist
 - writers get their books ready for the library by adding titles, detailed pictures and a cover.
 - Writers celebrate their writing!
- **Suggested Anchor Charts**
 - How to Write a Story
 - Ways to Spell Words
 - Once You’re Done, You’ve Just Begun
 - Small Moments
 - Spelling Strategies

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<p>Language</p> <ol style="list-style-type: none"> 1. Identify and define nouns. 2. Sort common and proper nouns according to category. 3. Apply capitalization rules to proper nouns. 4. Use common and proper nouns. 5. Identify and define verbs. 6. Generate a list of action verbs. 7. Use verbs to convey a sense of past, present and future. 	<p>Language</p> <ol style="list-style-type: none"> 1. Write the room activities 2. Sorting of nouns and verbs 3. Think/Pair/Share 4. Turn and Talk 5. Class created anchor chart 6. Cut and order sentences
<p>Word Study/Phonics: Short vowels, beginning blends and digraphs</p> <ol style="list-style-type: none"> 1. Identify, write and read all short vowel sounds in CVC words. 2. Discriminate between the 5 short vowel sounds when reading and writing words. 3. Identify initial blends in isolation 4. Identify, pronounce, read and write CCVC words with the initial digraph (SH, CH, TH, WH, PH) 5. Identify, pronounce, read and write CVCC words with: <ol style="list-style-type: none"> a. L- Blends (sl, bl, gl, pl, fl) b. R-Blends (br, tr, gr, pr, fr, cr, dr) c. S-Blends (sc, sn, sl, sk, sw, st, scr, spr, spl) 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Weekly Spelling lists 2. Phonics games and activities 3. Creating word wall 4. Picture sorts
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Superkids Unit Assessments Dictation Tests High Frequency Word Reading Word Study Assessment Running Records Reading/Writing Conferences Student Samples: Sample 1 Sample 2</p>	<p>DRA3 Midyear assessment MAP ELA Assessment Unit 2 Curriculum Framework LinkIt https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf</p>
<p align="center">Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

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<p>Marzano Proficiency Scales 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Student Samples: Sample 1 Sample 2</p> <p>Picture Story Objectives: Research and write an informational article. Gather information to answer a question. Describe people and events with details and express ideas and feelings clearly.</p> <p>W.1.2, W.1.8, SL.1.4</p>
<p>District/School Texts/Lessons</p>	<p>District/School Supplementary Resources</p>
<p><u>Barrington/Lawnside</u> Superkids Units: 1, 2, 3, 4, 8 and 9</p> <p><u>Suggested Mentor Text for Unit</u> <i>Do Not Open this Book</i> by Joy Cowley <i>Frog and Toad are Friends</i> by Arnold Lobel <i>Goldilocks and the Three Bears</i> by James Marshall & <i>Goldilocks and the Three Bears</i> by Emma Chichester Clark <i>Knuffle Bunny</i> by Mo Willems <i>No David</i> by David Shannon <i>David Goes to School</i> by David Shannon <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin <i>No new text needed – Use texts from lessons 2,6, and 7 for modeling of new material</i> <i>A House for Hermit Crab</i> by Eric Carle <i>There’s an Alligator Under my Bed</i> by Mercer Mayer <i>The Fox and the Stork (a fable)</i> <i>Frederick</i> by Leo Lionni <i>Bears Loose Tooth</i> by Karma Wilson (or any story that works for retelling) <i>A Pocket for Corduroy</i> <i>Superkids Suggested Read Aloud</i> Additional Suggested Text</p>	<p><u>Online Resources:</u></p> <ul style="list-style-type: none"> ● Superkids Online Fun (Superkids’ Online Resources) ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● <i>Scholastic News</i> ● Reading A-Z ● Primary Writing Paper Templates <p><u>Text Resources:</u></p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Sonday Program ● Words Their Way ● Super Kids ● Fountas and Pinnell Phonics Program
<p align="center">District/School Writing Tasks</p>	

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<p>Primary Focus:</p> <p>Writer's Workshop:</p> <ul style="list-style-type: none"> ● Narrative writing 	<p>Secondary Focus:</p> <p>Print upper and lower case letters</p> <p>Print common/proper/possessive nouns</p> <p>Capitalize dates, names and people</p> <p>Use end punctuation</p> <p>Sort words into categories</p>	<p>Routine Writing:</p> <p>Journal Writing</p> <p>Writing choice/activities during Daily 5.</p>
<p><u>Interdisciplinary Connections</u></p> <p>(Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
<p>Social Studies</p> <p>6.1.P.B.1: Develop an awareness of the physical features of the neighborhood/community.</p> <p>6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p>	<p>Math</p> <p>1.MD.C. Represent and interpret data.</p>	<p>Science</p> <p>1-LS1-2: Read text and use media to determine patterns in behavior of parents and offspring that help offspring survive</p>
<p>21st Century Skills/Career</p>	<p>Technology</p>	<p>World Language</p>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>

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Modifications and Accommodations		
Special Education Students Small Group Direct Instruction Write in Readers Sondag Program Simon SIO Foundations Leveled Text	English Language Learners <u>Curious About Words</u> Labeling Small Group Leveled Text Programming for qualified students	Students at Risk for Failure Small group Direct Instruction Sondag Program Journey Intervention Leveled text RTI process
Gifted and Talented Students Qualified programming Extension projects/tasks Leveled Text Leadership Role	Students with a 504 Plan Small group Direct Instruction Shortened Assignments Sondag Program Journeys Intervention Leveled Text RTI Process	
Unit Duration: Instructional Days		
42 days		

Unit 2 Grade 1	
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills

**English Language Arts
Grade 1**

<p>RL.1.1. Ask and answer questions about key details in a text.</p>	<p>RI.1.1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text. ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>RL.1.3:</p> <ul style="list-style-type: none"> ● Identify key story details ● Provide a description of characters in a story using key details ● Provide a description of the setting of a story using key details ● Provide a description of the major events in a story using key details <p>RI.1.3:</p> <ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked
	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
	<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> ● Determine the difference between information gained by examining pictures and information gained from the words in the text ● Identify the difference between what pictures show and what the words in the text

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	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details ● Explain how illustrations describe important key details ● Describe a text using the details
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words

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<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Reread text to better understand what was read, when necessary
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence

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<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> ● Explain what was written when questions are asked by adults and peers ● Reflect on writing and make changes ● Add descriptive words and details ● Attempt to recognize and correct spelling, grammar and punctuation errors
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions

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<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.1.1.A. Print all upper- and lowercase letters.</p> <p style="padding-left: 20px;">L.1.1.B. Use common, proper, and possessive nouns.</p> <p style="padding-left: 20px;">L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p style="padding-left: 20px;">L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p style="padding-left: 20px;">L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<ul style="list-style-type: none"> ● Formation of upper and lowercase letters ● Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) ● Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify different tenses of verbs in reading ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing

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<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none">● Recognize the names of people, days of the week, and months of the year● Capitalize the appropriate words in the date and the names of people● Identify different types of end punctuation● Apply appropriate end punctuation to writing● Recognize the comma● Explain the purpose and function of a comma● Apply rules for using commas in writing to dates and to single word series● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<ul style="list-style-type: none">● Group words into categories that logically fit together● Explain why the words belong in a group● Identify attributes of words put into categories● Use the attribute to extend the definition of categorized words
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none">● Use vocabulary accurately in speaking and writing● Demonstrate using conjunctions in speaking and writing● Listen, share and read a variety of texts● Use new words and phrases when writing, reading and responding to texts

**English Language Arts
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Learning Goals	Suggested Activities
<p>Reading</p> <ol style="list-style-type: none">1. Distinguish between and identify fiction and nonfiction texts.2. Ask and answer questions about a topic they have read about, using key details from the text.3. Identify nonfiction text features (e.g. headings, table of contents, glossary, illustrations, diagrams)4. Develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts.	<p>Reading</p> <ol style="list-style-type: none">1. Revisit and continue to practice decoding strategies taught in Unit 1 and apply to nonfiction texts.2. Revisit and continue to practice comprehension strategies (retelling, predictions, previewing, making connections, asking and answering questions) introduced in Unit 2 and apply to non-fiction texts.3. Introduce, model and practice comprehension strategies specific to nonfiction text (main idea and details, using text features) examples listed are from The Next Step Forward in Guided Reading by: Jan Richardson (chapter 7)<ol style="list-style-type: none">a. Main Idea and Details (Nonfiction)<ol style="list-style-type: none">i. Very Important Part (V.I.P)ii. V.I.P. - Key Wordsiii. V.I.P. - Key Words-Central Ideab. Using Text Features<ol style="list-style-type: none">i. What's the Big Idea?ii. Just the facts.iii. Ask Green Questions.iv. Ask Yellow Questions.

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Writing (informational)

1. compose a written piece that: explains something and/or answers questions, uses facts and focuses on what's important (Think, Touch and Tell, Sketch, write)
2. use a variety of digital tools to produce and publish writing.
3. write an informative/explanatory writing with a topic sentence, facts and a concluding statement (e.g. "how to ..." writing, All About books, Question Answer Books, Kinds of...)
4. Add details to writing during revision process with teacher support.
5. Use a Writer's checklist for:
 - a. Capitalize proper nouns and first letter in a sentence
 - b. Choose correct ending marks
 - c. spaces between words
 - d. use of transitional words (First, Next, Then, After that, Last/Finally)
6. Students will use knowledge of short vowels, blends and digraphs to write unknown words (invented spelling).
7. Editing: ending punctuation, comma, capitalization, spacing

Writing (informational)

Teacher Created Mentor Texts:

[How-To](#) [Question Answer](#) [Kinds of \(Version 1\)](#) [Kinds of \(Version 2\)](#) [All About](#)

Suggested Mini Lessons

● **How-To Writing**

- *writers create an idea booklet that they can refer to for ideas throughout the unit*
- *writers can teach others through their how-to books*
- *Writers act out how-to unpack a backpack to show they can teach others how-to do something (shared writing)*
- *Writers use transitional and sequential words to show order*
- *Writers use their idea booklet to choose "How-To" topic*
- *Writers use transitional and sequential words to show the steps of their topic*
- *Writers have partners read their how-to writing and partner act out the steps*
- *Writers have partners read their how-to writing and help decide what can be added or fixed up*
- *Writers use punctuation to help readers read it better (capitals/ending marks)*
- *Writers make sure every step is there and maintain voice and clarity*
- *Writers zoom into add, labels, arrows, speech bubbles to include directions for how to books*
- *writers publish by choosing a story they want to share then they fix up.*
- *Writers make sure their writing is easy to read by using an editing checklist.*
- *Writers get their books ready for the library by adding titles, detailed pictures and a cover*
- *Writers celebrate!*

● **Writing Non-Fiction (informational)**

- *Writers become teacher and teach readers all about a topic we are experts in. We teach one thing then another. We can use our fingers to help us organize our information, but then we can sketch it out on paper*
- *Writers use illustrations in our teaching books to help teach readers.*
- *Nonfiction writers use fancy words to teach others about a topic. We think about the spelling of these words syllable by syllable and do our best to spell based on the sounds we hear.*
- *Writers need readers to help point out places in our books that may not make sense. These parts may not make sense because of missing words or information or we may have added things that don't belong (revising)*
- *Editing- writers know we need to check for capitalization, punctuation and spelling.*

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<p>Language</p> <ol style="list-style-type: none"> 1. Identify and define adjectives 2. Use adjectives to describe a set of nouns 3. Identify and define determiners: some, every, each, this, that, any 4. Understand that determiners tell more about nouns 5. Use determiner words to show an amount or specifies which one (this one, that one, etc). 6. Generates phrases with determiners and nouns 	<p>Language</p> <ol style="list-style-type: none"> 1. Create a PowerPoint to include adjectives to describe themselves (cross curricular with technology class) 2. Write the room activities 3. Sorting of nouns and verbs 4. Think/Pair/Share 5. Turn and Talk 6. Class created anchor chart 7. Cut and order sentences 8. Labeling around the room
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Identify and apply knowledge of all short vowel sounds 2. Identify -ed, -s, -ing endings in words and begin to apply to instructional and independent reading and writing 3. Students will identify and spell known high frequency words 4. Identify blends in isolation 5. Identify, pronounce, read, and write CCVC words with: <ol style="list-style-type: none"> a. L-Blends b. R- Blends c. S-Blends 6. Identify, pronounce, read, and write CCVC words with the initial digraph: CH, SH, TH, WH, PH 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Weekly spelling tests 2. Phonics games and activities 3. Expanding word wall by adding new words 4. Picture and word sorts
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Superkids' Unit assessments (spelling/phonics)</p> <p>Dictation Tests</p> <p>High Frequency Word Reading</p> <p>Word Study Assessment</p> <p>Student samples: All About How-To (version 1) How-To (version 2)</p>	<p>DRA3 Midyear assessment</p> <p>MAP ELA Assessment</p> <p>Unit 2 Curricula Framework</p> <p>LinkIt</p> <p>https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf (username:model; password:curriculum)</p>
<p align="center">Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

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<p>Marzano Proficiency Scales 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Student samples: AllAbout How-To (version 1) How-To (version 2)</p> <p>Objectives: Research and write an informational article Gather information to answer questions Capitalize names of people</p> <p>Sharing Tree Activity: Have students think about who they would like to make a leaf for to put on the sharing tree. Students share finished product W.1.2, W.1.8, L.1.2a</p>
<p>District/School Texts/Lessons</p>	<p>District/School Supplementary Resources</p>
<p>Barrington/Lawnside Superkids Units: 1, 2, 5, 6, 7, 8, 12, 14, 15 and 16</p> <p>Suggested Mentor Text for Unit <i>Watching the Seasons</i> by Edana Eckert <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to move</i> by Judith Viorst <i>The Lorax</i> by Dr. Seuss <i>Julius, the Baby of the World</i> by Kevin Henkes. <i>There was an old lady who swallowed some books</i> by Lucille Colandro <i>Pig's Eggs</i> by Catherine Sully <i>The Three Pigs (Paul Galdone Classics or any close to normal version that you have)</i> and <i>The True Story of the Three Pigs</i> Jon Scieszka <i>If you give a mouse a cookie</i> by Laura Numeroff <i>The Snowman</i> by Raymond Briggs <i>The Mitten</i> by Jan Brett <i>No David</i> by David Shannon <i>Two Bad Ants</i> by Chris vonAllsburg <i>Hello Ocean</i> by Pam Munoz Ryan</p> <p><i>Nonfiction text of your choice</i> <i>Nonfiction text of your choice</i> <i>Spiders (reading a-z level M)</i> <i>"Bats" by Gail Gibbons</i> <i>"Want to be a beaver?" by Bonnie Highsmith Taylor (Reading A-Z level J)</i> <i>"Ostriches: Big Birds" by Emilio Garcia (Reading A-Z level L)</i> <i>"What Lives in this Hole?" (Reading A-Z level K)</i> <i>Superkids Suggested Reading</i></p> <p>Additional Suggested Text</p>	<p>Online Resources:</p> <ul style="list-style-type: none"> ● <i>Superkids Online Fun</i> ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● <i>Scholastic News</i> ● Reading A-Z ● Primary Writing Paper Templates ● Superkids Online Fun <p>Text Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Sonday Program ● Words Their Way ● Super Kids ● Fountas and Pinnell Phonics Program
<p align="center">District/School Writing Tasks</p>	

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<p>Primary Focus:</p> <p>Informative/explanatory writing</p>	<p>Secondary Focus:</p> <p>Print upper and lower case letters</p> <p>Print common/proper/possessive nouns</p> <p>Use singular/plural nouns with matching verbs</p> <p>Use personal, possessive and indefinite pronouns</p> <p>Capitalize dates, names and people</p> <p>Use end punctuation</p> <p>Use commas in dates and to separate single words in a series</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> <p>Sort words into categories</p> <p>Define words by category and by one or more key attributes</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts,</p>	<p>Routine Writing:</p> <p>Journal Writing</p> <p>Writing choice/activities during Daily 5.</p>
<p><u>Interdisciplinary Connections</u></p> <p>(Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
<p>Social Studies</p>	<p>Math</p>	<p>Science</p>
<p>6.1.4.A.01: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>1.MD.C.4 Represent and interpret data.</p>	<p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>
<p>21st Century Skills</p>	<p>Technology</p>	<p>World Language</p>
<p>CRP4. Communicate clearly and effectively and with reason.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	

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Modifications and Accommodations		
Special Education Students Small Group Direct Instruction Write in Readers Sondag Program Simon SIO Foundations Leveled Text	English Language Learners <u>Curious About Words</u> Labeling Small Group Leveled Text Programming for qualified students	Students at Risk for Failure Small group Direct Instruction Sondag Program Journey Intervention Leveled text RTI process
Gifted and Talented Students Qualified programming Extension projects/tasks Leveled Text Leadership Role	Students with a 504 Plan Small group Direct Instruction Shortened Assignments Sondag Program Journeys Intervention Leveled Text RTI Process	
Unit Duration: Instructional Days		
42 days		

Unit 3 Grade 1		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support

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<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>RI.1.2. Identify the main topic and retell key details of a text.</p>	<p>RL.1.2:</p> <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story’s central idea or message
		<p>RI.1.2:</p> <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text
	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>RI.1.3:</p> <ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked
<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>RL.1.4:</p> <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to
		<p>RI.1.4:</p> <ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content

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<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<p>RL.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details <hr/> <p>RI.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details ● Explain how illustrations describe important key details ● Describe a text using the details
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RL.1.9:</p> <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters' experiences in the stories ● Identify similarities and differences in characters' experiences in stories ● Identify similarities and differences in what happened to the characters ● Determine how characters solve problems <hr/> <p>RI.1.9:</p> <ul style="list-style-type: none"> ● Describe texts that are read, using various points (e.g., pictures, descriptions, etc) ● Identify the similarities and differences of two texts on the same topic ● Use various points of comparison (e.g., pictures, descriptions, etc)

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<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of</p>		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words ● Determine each phoneme of spoken one-syllable words ●

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<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section

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<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> ● Respond to adults’ and peers’ (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions ● Take notes on the key details of provided information ● Read provided information to answer research questions and take notes ● Recall from their own background knowledge to answer research questions
<p>Unit 3 Speaking and Listening Standards</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p>

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<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas

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Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p>	<ul style="list-style-type: none"> ● Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify different tenses of verbs in reading ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing ● Identify adjectives and explain their function in reading ● Use common adjectives in writing ● Identify conjunctions and explain their function in reading ● Use common conjunctions in writing ● Identify determiners and explain their function in reading ● Use determiners in writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> ● Understand that dates and names are capitalized ● Recognize proper nouns when reading and apply when writing ● Apply knowledge of ending punctuation to writing ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words

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<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts

Unit 3	
Learning Goals	Suggested Activities

**English Language Arts
Grade 1**

Reading

1. Recognize and identify fairytales and folktales compared to traditional fiction stories.
2. Compare and contrast different versions of the same story or topic.
3. Identify the moral or lesson of the story (central message, main idea)
4. Describe the point of view of a character and how it made the story change (e.g. fractured fairy tales)
5. Use appropriate expression for character dialog and changes in text format (e.g. bold font, all capitals, changes in font size)

Reading

1. Revisit and continue to practice decoding strategies taught in Unit 2 and apply to fairytale and folktales.
2. Revisit and continue to practice comprehension strategies (retelling, predictions, previewing, making connections, asking and answering questions) introduced in Unit 2 and apply to fairytales and folktales.
3. Introduce, model and practice higher-level comprehension strategies (main idea and details, character analysis) (examples listed are from The Next Step Forward in Guided Reading by: Jan Richardson - Chapter 7)
 - a. Identifying Main Ideas and Details (fiction)
 - i. Very Important Part (V.I.P.)
 - b. Analyzing Characters
 - i. Track a Characters Feelings
 - ii. Evidence of Character Traits
 - iii. Who- What-Why
 - iv. Who-What-Why
 - v. Action Motivation Chart
 - c. Analyzing Relationships
 - i. Compare and Contrast with Yellow Questions

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Writing (opinion)

1. Write an opinion piece focused on a clearly stated opinion or a topic including reasons/facts supporting the opinion, linking words to connect ideas and a closing sentence (e.g. Collective Critique, Persuasive Review, Book Review)
2. Use proper pronouns when writing.
3. use a variety of digital tools to produce and publish writing.
8. Add details to writing during revision process with teacher support.
9. Use a Writer’s checklist for:
 - a. Capitalize proper nouns and first letter in a sentence
 - b. Choose correct ending marks
 - c. spaces between words
10. Students will use knowledge of known spelling patterns to write unknown words (invented spelling).
11. Editing: ending punctuation, comma, capitalization, spacing

Writing (Opinion)

Teacher Create Mentor Texts: [Persuasive](#)

Suggested Minilessons

- *What is an opinion? (facts vs. opinions)*
- *Would you rather? Writers can share their opinions and give a couple of examples of why we feel a certain way about something (introduce by playing the game “would you rather?” and have students share their reasons for their opinions*
- *Starting our opinions. Writers state/write their opinions and give reasons for it, then we re-state our opinion to conclude our writing.*
- *Reasons and examples. Writers support their opinions with reasons with specific examples (e.g. In my opinion no one should go to Disney World (opinion). It is too hot in Disney world! (reason) I went last year and it was so sweaty and uncomfortable. (example)*
- *Closing statement. Writers conclude their writing by restating their opinions.*
- *Writers check our work to make sure their sentences make sense and are persuasive (revising)*
- *Writers use a checklist to make sure their writing is as strong as it can be by checking every part (editing)*
- *Let me persuade you. Writers write review about different things to help convince others*

Sample Writing Topics

- *Which season is the best?*
- *Dogs v.s. Cats?*
- *My favorite book*
- *Choosing a field trip*
- *Convincing parents to not make you do chores anymore*
- *The best recess game*
- *Fruits or Vegetables?*

Suggested Anchor Chart

- OREO
- Facts vs. Opinions
- Ways to state our opinions

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<p>Language</p> <ol style="list-style-type: none"> 1. Identify and define conjunctions 2. Use a conjunction to connect a word pair 3. Connect a sentence with a comma and a conjunction to make a compound sentence 4. Identify and define prepositions 5. Complete sentences with appropriate determiners 6. Identify and create a root word and inflectional ending (Read words with inflectional endings-ed, -ing, -er, -s, -est) 7. Demonstrate understanding of word relationships and nuances in word meanings 8. Identify pronouns within a sentence 9. Match pronouns to the relevant noun or proper noun and possessive nouns to a picture showing ownership of an object 10. Generate, write and apply a possessive noun to show ownership in a phrase or sentence and other various writing activities 	<p>Language</p> <ol style="list-style-type: none"> 1. Write the room activities 2. Sorting 3. Play games (scoot, kaboom) 4. I have, who has 5. Think/Pair/Share 6. Turn and Talk 7. Matching Activities (Mingle around the room to find the match) 8. Class created anchor chart 9. Cut and order sentences
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Identify and spell words with r controlled vowel patterns with support from the teacher 2. Identify and spell words with the CVCe pattern 3. Identify words with the long vowel sounds/patterns 4. Compare and contrast short and long vowel sounds 5. Students will identify and spell known high frequency words 6. Students will use knowledge of long vowel patterns and r-controlled vowels to write unknown words (invented spelling) 7. Decode two syllable words following basic patterns by breaking words into multiple syllables 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Weekly spelling tests 2. Phonics games and activities 3. Expanding word wall by adding new words 4. Picture and word sort activities
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Superkids Unit Assessments (spelling/phonics)</p> <p>Dictation Tests</p> <p>High Frequency Word Reading</p> <p>Words Their Way</p> <p>Student Samples: Persuasive Writing Student Samples: Persuasive Writing</p>	<p>DRA3 Midyear assessment</p> <p>MAP ELA Assessment</p> <p>LinkIt</p> <p>https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf (username:model; password:curriculum)Journeys Unit 3 Benchmark</p> <p>Unit 3 Curricular Framework</p>

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Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Marzano Proficiency Scales 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Student Samples: Persuasive Writing</p> <p>Objectives: Write informative texts Generate research topics and questions. Gather information from relevant sources to answer questions Participate in shared research and writing projects.</p> <p>Animal Research, students pick and research an animal to create a nonfiction text W.1.2, W.1.7, W.1.8</p>
District/School Texts	District/School Supplementary Resources
<p><u>Barrington/Lawnside</u> Superkids Units: 3, 5, 6, 7, , 8, 9, 11, 10, 13 and 16</p> <p><u>Suggested Mentor Text for Unit</u> <i>Tacky the Penguin; March of the Penguins</i> by Luc Jacquet <i>Liftoff,</i>” by Carmen Bredeson <i>Slithery and Slimy</i> *reading a-z* <i>“Snow: What is the Weather,”</i> by Andy Owen; <i>“Animals Nobody Loves,”</i> by Seymour Simons <i>Hello, Hello</i> by Miriam Schlein <i>The Crayon Box that Talked</i> <i>A Bad Case of Stripes</i> by David Shannon</p> <p><i>Superkids Suggested Read Aloud</i></p> <p>Additional Suggested Text</p>	<p><u>Online Resources:</u></p> <ul style="list-style-type: none"> ● <i>Superkids Online Fun</i> ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● <i>Scholastic News</i> ● Reading A-Z ● Primary Writing Paper Templates ● Superkids Online Fun <p><u>Text Resources:</u></p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Sondag Program ● Words Their Way ● Super Kids ● Fountas and Pinnell Phonics Program
District/School Writing Tasks	

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<p>Primary Focus:</p> <ul style="list-style-type: none">• Shared research writing• Opinion writing	<p>Secondary Focus:</p> <p>Use singular and plural nouns with matching verbs in basic sentences</p> <p>Use personal, possessive, and indefinite pronouns</p> <p>Use verbs to convey a sense of past, present, and future</p> <p>Use frequently occurring adjectives.</p> <p>Use frequently occurring conjunctions</p> <p>Use determiners</p> <p>Capitalize dates and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Routine Writing:</p> <p>Journal Writing</p> <p>Writing choice/activities during Daily 5.</p>
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Interdisciplinary Connections

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

Social Studies	Math	Science
6.1.P.D.3: Express individuality and cultural diversity (e.g., through dramatic play).	1.MD.C.4 Represent and interpret data.	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted
21st Century Skills/Careers	Technology	World Language
<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
Modifications and Accommodations		
<p>Special Education Students</p> <p>Small Group Direct Instruction Write in Readers Sonday Program Simon SIO Foundations Leveled Text</p>	<p>English Language Learners</p> <p><u>Curious About Words</u></p> <p>Labeling Small Group Leveled Text Programming for qualified students</p>	<p>Students at Risk for Failure</p> <p>Small group Direct Instruction Sonday Program Journey Intervention Leveled text RTI process</p>

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<p>Gifted and Talented Students</p> <p>Qualified programming Extension projects/tasks Leveled Text Leadership Role</p>	<p>Students with a 504 Plan</p> <p>Small group Direct Instruction Shortened Assignments Sonday Program Journeys Intervention Leveled Text RTI Process</p>	
<p>Unit Duration: Instructional Days</p>		
<p>42 days</p>		

Unit 4 Grade 1		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
<p>RL.1.1. Ask and answer questions about key details in a text.</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support

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<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>RI.1.2. Identify the main topic and retell key details of a text.</p>	<p>RL.1.2:</p> <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story’s central idea or message <hr/> <p>RI.1.2:</p> <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text
	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are related
<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>RL.1.4:</p> <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<p>RL.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details <hr/> <p>RI.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details ● Explain how illustrations describe important key details ● Describe a text using the details

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	<p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p>	<ul style="list-style-type: none"> ● Identify the key points an author is making in a text ● Recognize the author’s reasoning by finding support within the text ● Explain how this information is useful, with scaffolding, as needed
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RL.1.9:</p> <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters’ experiences in the stories ● Identify similarities and differences in characters’ experiences in stories ● Identify similarities and differences in what happened to the characters ● Determine how characters solve problems <p>RI.1.9:</p> <ul style="list-style-type: none"> ● Describe texts that are read, using various points (e.g., pictures, descriptions, etc) ● Identify the similarities and differences of two texts on the same topic ● Use various points of comparison (e.g., pictures, descriptions, etc)
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation

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<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of</p>	<ul style="list-style-type: none">● Identify long and short vowel sounds in single syllable words● Produce the sound for each letter and blend to make a word● Take apart a word by sounds● Discern letter sounds at the beginning, middle, and end of words● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words● Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none">● Identify digraphs in orally produced words● Produce the letters that make the sounds in words with digraphs● Use specific strategies to decode words with digraphs● Produce the letter sounds to make a one-syllable word● Identify irregularly spelled words when reading● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding● Identify long and short vowels when reading one-syllable words● Accurately read both long and short vowels in common one-syllable words● Use specific strategies to decode words using syllables● Recognize the vowel sound in every syllable

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<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary

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<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions ● Take notes on the key details of provided information ● Read provided information to answer research questions and take notes ● Recall from their own background knowledge to answer research questions
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 20px;">SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p style="padding-left: 20px;">SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Ask question(s) when confused about a discussion
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them

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SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none">● Describe familiar people● Tell about familiar places● Describe memorable events● Explain familiar events● Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none">● Add visuals in order to present detailed information to others● Construct drawings or gather other visual media when describing● Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none">● Express thoughts and feelings and ideas in complete sentences● Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills

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<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none">● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking● Identify different tenses of verbs in reading● Explain how verbs can express past, present, and future● Use verb tense to express past, present, and future in writing● Identify adjectives and explain their function in reading● Use common adjectives in writing● Identify conjunctions and explain their function in reading● Use common conjunctions in writing● Identify determiners and explain their function in reading● Use determiners in writing● Identify and explain the purpose of prepositions in reading● Use prepositional words in writing● Demonstrate sentence variety in speaking and writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none">● Understand that dates and names are capitalized● Recognize proper nouns when reading and apply when writing● Apply knowledge of ending punctuation to writing● Apply rules for using commas in writing to dates and to single word series● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words

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<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing ● Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts

Unit 4:	
Learning Goals	Suggested Activities

**English Language Arts
Grade 1**

Reading (Fables/Fairy Tales/Folktales)

1. Recognize and identify fairy tales, folktales and fables compared to traditional fiction stories.
2. Compare and contrast different versions of the same story or topic.
3. Identify the moral or lesson of the story (central message, main idea)
4. Describe point of view of a characters and how it made the story change (e.g. fractured fairy tales).
5. Use appropriate expression for character dialog and changes in text format (e.g. bold font, all capitals, changes in font size)

Reading (Poetry: can be implemented throughout the year)

1. Develop an understanding/appreciation of various types of poems.
2. Explain that poems can look different than other forms of text.
3. Read with sufficient accuracy and fluency to support comprehension.
4. Understand how the poet's choice of words and phrases affects the meaning of songs and poems .
5. Identify descriptive words.
6. Participate in choral reading of poems to increase fluency and expression.

Reading (Fables/Fairy Tales/Folktales)

1. Revisit and continue to practice decoding strategies taught in Unit 1 and apply to fairy tales, folktale and fables.
2. Revisit and continue to practice comprehension strategies (retelling, predictions, previewing, making connections, asking and answering questions) introduced in Unit 1 and apply to fairy tales, folktales and fables.
3. Introduce, model and practice higher-level comprehension strategies (main idea and details, character analysis, author's message/purpose) *(examples listed are from the The Next Step Forward in Guided Reading By: Jan Richardson (Chapter 7))*
 - a. Identifying Main Idea and Details (fiction)
 - Very Important Part (V.I.P)
 - b. Analyzing Characters
 - Track a Character's Feelings
 - Evidence of Character Traits
 - Action-Motivation Chart
 - c. Analyzing Relationships
 - Compare and Contrast with Yellow Questions

Reading (Poetry: can be implemented throughout the year)

1. Introduce students to various types of poems.
2. Model and practice brainstorming using five senses to describe simple objects/ seasons/events
3. Use five senses and descriptive words to create simple poems to read as a class and as an independent writing activity.
4. Create simple rhyming poems as a class and as independent writing activities

English Language Arts
Grade 1

Writing (Realistic Fiction)

1. Write an interesting story including:
 - a. Characters
 - b. Setting
 - c. Plot
 - d. Problem/Solution
 - e. Dialog
2. Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults/peers.
3. Add details to story during revision process independently and with teacher/peer support.
4. Use a Writer's checklist for:
 - a. Capitalize proper nouns and first letter in a sentence
 - b. Choose correct ending marks
 - c. spaces between words
 - d. writing left to right
 - e. Story elements
5. Students will use knowledge known spelling patterns to write unknown words
6. Editing: ending punctuation, comma, spacing

Writing (Poetry: can be implemented throughout the year)

Writing (Realistic Fiction): Sample teacher created mentor text

Suggested Mini-Lessons

- What is realistic fiction: Writers read and listen to examples of fiction to notice what they might include in their own stories.
- Writers make a list of problems that have happened to them, could happen in real life, or problems they notice in realistic fiction books.
- Writers create characters who are like themselves or someone they know.
- Writers notice problems that occur in books that they can use in their stories.
- Writers include a problem that gets worse and worse before it gets solved
- Writers rehearse their stories orally before writing.
- Writers stretch their story across pages by touching and telling the story on each page.
- Writers can plan their stories by telling it to a partner before they write.
- Writers stretch out a story across pages to fill a whole book.
- Writers choose a piece they would like to revise, edit, and share with others.
- Writers include actions to show their characters' problems and/or feelings.
- Writers can add more to their stories to make it more interesting:
 - Feelings or thoughts.
 - Dialogue.
 - Action.
 - Details in pictures.
- Writers go back and reread their story to make sure the story makes sense and take out parts that don't make sense
- Writers revise by trying out a different beginnings (leads).
 - Dialogue - "Oh! What pretty flowers! I'm going to hop off my bike to get a closer look."
 - Setting the Scene - "It was the first day of their beach vacation. Sarah was excited to build a sandcastle."
 - Action- "Jose zoomed down the path on his bike. He was trying to reach Anton's house before it got dark."
 - Character- "Mr. Bud had it pretty good."
- Writers share their writing with others to help them revise.
- Writers edit their drafts for ending punctuation.
- Writers edit their drafts for correct spelling.
- Writers share their published writing with their audience in class celebrations.

Suggested Anchor Charts

- What is realistic fiction?
- Story elements
- Writing series stories

Writing (Poetry: can be implemented throughout the year)

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<p>Language</p> <ol style="list-style-type: none"> 1. Identify unknown words in a passage 2. Describe what a context clue is and how to find them in passages (read on, reread, look for helpful words) 3. Use context clues to figure out the meaning of unknown words in reading passages 4. Use word parts to figure out the meaning of unknown words 5. Identify the following prefixes within a word: un, re, dis, pre 6. Generate a definition for the following prefixes: un, re, dis, pre and apply them to create new word meaning to root words (example – define happy – add prefix un to the word – define unhappy and how the prefix changed the meaning) 7. Identify the following suffixes within a word: Ful, less 8. Generate a definition for the following prefixes: full less, and apply them to create new word meaning to root words 9. Identify sentences with various meanings (telling, commanding, asking, and exclaiming) and match proper punctuation to each sentence 10. Generate a: <ol style="list-style-type: none"> a. declarative sentence (telling) with proper punctuation b. commanding sentence (imperative) with proper punctuation c. asking sentence (interrogative) with proper punctuation 	<p>Language</p> <ol style="list-style-type: none"> 1. Class generated anchor chart 2. Flip books 3. Academic games (bump, scoot) 4. Create expand a word chart 5. Matching prefixes and suffixes activities 6. Use task cards to identify sentences
<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Identify and spell words with beginning and ending blends and digraph patterns with support from the teacher 2. Students will identify and spell known high frequency words 3. Students will use knowledge of blend and digraph sounds/letter clusters to write unknown words (invented spelling) 4. Identify, read, and write contractions: is, will, are, not, am, have, had 5. Identify frequently occurring root words and their inflectional forms (e.g., look to looks) 6. Read words with plural endings 	<p>Word Study/Phonics</p> <ol style="list-style-type: none"> 1. Weekly spelling lists 2. Phonics games and activities 3. Expanding word wall by adding new words 4. Picture and word sort activities
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Superkids Unit Assessments (spelling/phonics)</p> <p>Dictation Tests</p> <p>High Frequency Word Reading</p> <p>Word Study Assessment</p>	<p>DRA3 assessment</p> <p>MAP ELA assessment</p> <p>Journeys Unit 5 Benchmark</p> <p>https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/1u1.pdf (username:model; password:curriculum)</p>

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Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Marzano Proficiency Scales 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p>	<p>Award Speech Objectives: Write informative texts. Participate in shared research and writing projects. Follow rules for discussions.</p> <p>Choose a favorite book character and design an award. Create a speech and present to the class.</p> <p>(W.1.2, W.1.7, W.1.8, SL.1.1a)</p>
District/School Texts	District/School Supplementary Resources
<p><u>Barrington and Lawnside</u> Superkids Units: 9, 11, 12, 13, 14, 15</p> <p><u>Suggested Mentor Text for Unit</u> The Lion and the Mouse; Whose Tracks are These? (both reading a-z books) “Honestly, Little Red Riding Hood was Awful,” by Trisha Speed; the traditional story of Little Red Riding Hood Bats Printable Book; “Stellaluna” Poetry selection – My Neighbor’s Dog is Purple by Jack Pretlusky Poetry selection – The Spaghetti Challenge by Leslie D. Perkins</p> <p>Superkids Suggested Read Aloud</p> <p>Additional Suggested Text</p>	<p><u>Online Resources:</u></p> <ul style="list-style-type: none"> ● <i>Superkids Online Fun</i> ● HubbardsCupboard.org ● BrainPOP Jr. ● ReadWorks ● <i>Scholastic News</i> ● Reading A-Z ● Primary Writing Paper Templates <p><u>Text Resources:</u></p> <ul style="list-style-type: none"> ● Lucy Calkins Units of Study ● <i>The Next Step Forward in Guided Reading</i> By: Jan Richardson ● Sunday Program ● Words Their Way ● Super Kids ● Fountas and Pinnell Phonics Program
District/School Writing Tasks	

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<p>Primary Focus:</p> <ul style="list-style-type: none"> • Opinion writing • Narrative writing 	<p>Secondary Focus:</p> <p>Use personal, possessive, and indefinite pronouns Use verbs to convey a sense of past, present, and future Use frequently occurring adjectives. Use frequently occurring conjunctions Use determiners Use frequently occurring prepositions Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). Use words and phrases acquired through conversations, reading and being read to, and</p>	<p>Routine Writing:</p> <p>Journal Writing Writing choice/activities during Daily 5.</p>
<p><u>Interdisciplinary Connections</u></p> <p>(Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
Social Studies	Math	Science
	1.MD.C.4 Represent and interpret data.	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
21st Century Skills/Career Education	Technology	World Language

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<p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
<p>Modifications and Accommodations</p>		
<p>Special Education Students</p> <p>Small Group Direct Instruction Write in Readers Sondag Program Simon SIO Foundations Leveled Text</p>	<p>English Language Learners</p> <p><u>Curious About Words</u> Labeling Small Group Leveled Text Programming for qualified students</p>	<p>Students at Risk for Failure</p> <p>Small group Direct Instruction Sondag Program Journey Intervention Leveled text RTI process</p>
<p>Gifted and Talented Students</p> <p>Qualified programming Extension projects/tasks Leveled Text Leadership Role</p>	<p>Students with a 504 Plan</p> <p>Small group Direct Instruction Shortened Assignments Sondag Program Journeys Intervention Leveled Text RTI Process</p>	

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Unit Duration: Instructional Days

42 days