

Estell Manor School District ELA Curriculum

Grade 1

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Pacing Guide

Units	Anticipated Timeframe
Unit 1: Phonemic Awareness, Phonics, Fluency, Word Study/Vocabulary, Central Message. Literature and Informational text, (cross-curricular), Writing Narratives, Writing about Characters, story events, setting, and details in sequence.	September- October Approximately 25-30 days
Unit 2: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing	October- November-December Approximately 25-30 days
Unit 3: Phonemic Awareness,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing, Write Narratives, Revise & Edit	January-February Approximately 25-30 days
Unit 4: Phonemic Awareness,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Illustrations to Gain Understanding, Write Narratives, Revise, Edit, & Publish, Retell in sequence, Compare and Contrast.	February-March Approximately 25-30 days

Unit 5: Phonemic Awareness,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Write Personal Narratives, Revise, Edit, & Publish,	March-April-May Approximately 25-30 days
Unit 6:Phonemic Awareness,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Opinion Writing , Write Book Review, Revise, Edit, & Publish,	May -June Approximately 25-30 days

Core materials:

Scholastic Leveled books
 Journeys Leveled Readers
 Harcourt Brace leveled readers
 RAZ kids
 Reading Eggs

Unit 1 will address the following 21st Century Life and Careers skills:	
Check all that apply 21st Century Themes	Career Ready Practices

9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 1: Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary: This Unit will encompass reading from a multitude of genres to include fiction, non-fiction, and poetry. Students will read closely to identify words within text to establish meaning. Students will transfer their reading into evidence -based opinion writing across the curriculum through student collaboration and shared feedback.	
NJ Student Learning Standards: RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in a story. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade. RI.1.1. Ask and answer questions about key details in a textRI.1.2. Identify the main topic and retell key details of a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic, electronic menus, icons) to locate key facts of information in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas. RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 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 words. Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. 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*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 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.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.P.A.1 Use an input device to select an item and navigate the screen

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

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP12. Work productively in teams while using cultural global competence.

Essential Understanding

Essential Questions

Students will understand that...

- Students can read and reread the whole time during reading time.
- Students can make a picture in their mind before reading, predict, and revise images as they read the story.
- Students can talk with their partners about books in ways that helps them both understand, comprehend and have fun.
- How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?

- How can readers build stamina to read and reread for the entire time?
- How do readers make sure that they are understanding and picturing what they are reading?
- How can readers talk with their partners about books in ways that lets them share and think about them and enjoy the text?
- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.

Evidence of Student Learning

Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
After with with the story <i>Stellaluna</i> Students will write sentences and illustrate the friendship between the birds and Stellaluna. How did the Characters show friendship when they first met and later in the story. (Module A <i>ReadyGen</i>) Use Facts from <i>Time to Sleep</i> and <i>What Do You do With a Tail Like This?</i> to write questions about animals. (Module B <i>ReadyGen</i>)	Formative Assessments • Teacher Observation • Performance Assessments • Project Specific Rubrics • Students' writing Summative Assessments • Tests • Quizzes Benchmark Assessment • Benchmark • iRead Foundational Skills assessment Alternative Assessments • Wordle of Key Terms • Discussion Rubric • Teacher Observations • Sentence Frames • Group Work/Class Work
Knowledge and Skills	

Content	Skills
<i>Students will know....</i> • <i>Use pictures and story details to describe the characters, settings, and story events.</i> • <i>Understand the components and routines of the readers' workshop model.</i> • <i>Make thoughtful book choices.</i> • <i>Think and talk about books with each other to enhance their learning community.</i> • <i>Stay focused on their reading throughout the reading workshop</i> • <i>Have tools to figure out tricky words and demonstrate flexibility in their use of print strategies</i> • <i>Use expression and read with fluency</i> • <i>Help each other to build comprehension, fluency and monitoring</i>	<i>Students will be able to ...</i> • Gather as a community to learn how to read, share ideas, listen, and celebrate their progress as developing readers • Recognize different parts of books • Listen, share, and use the ideas that are discussed during workshop to grow as readers • Determine places in their environment where they can do they best reading and thinking • Use story elements to help them understand what they are reading • Use personal experiences when reading in order to share what they know and develop questions • Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text • Visualize when they investigate, learn from, and practice their reading • Use clues to help them determine the meaning of unfamiliar words

	• Notice and learn from information presented in pictures or illustrations and information provided by words in the text. • Choose books carefully so that they don't find themselves reading a book that is either too easy, or too hard for them to understand • Explore a variety of genres as they expand their curiosity about the different books that they read. • Record what they think about and learn from books they read • Remember the facts from their nonfiction texts when they retell and share this information with a partner • Improve and grow they need to practice so they can build their reading strengths. • Vary their reading selections to incorporate different genres.
Instructional Plan	
Suggested Activities	Resources

Play Vocabulary Simon Says. Teacher provides movement words from poetry selections and students “act out” the words.	Poetry selections, movement words
Students create vocabulary posters in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart	Chart paper, art supplies, Schoolwide vocabulary lists
Students illustrate good vs. bad partner sharing (turn and talk) strategies on a paper divided in two. Ex: one side showing students talking all at once (speech bubbles) vs. other side students raising their hands, etc	Journals, crayons, pencils
Students choose a favorite character from a mentor text to act out, portray likes and dislikes.	props
Suggested Websites	
Short reading passages that help focus on comprehension	www.Readworks.org
Videos, fun facts, and games of various animals and photography	www.Kids.Nationalgeographic.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Students can practice skills using a variety of games and activities.	http://www.starfall.com http://www.abcya.com
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers
- Use visuals

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach concepts
- Build background knowledge
- *cloze* activities
- *iRead* data based small group/ individual instruction

Special Education/504

- Follow all IEP modifications/504 plan
- Use audio books, movies, videos and digital media instead of reading print materials.
- Take more time to complete a task
- Work closely with teacher during completion of activities.

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 2: Integrated English Language Arts / 1st Grade	Duration:5-6 Weeks Approximately 25-30 days
Unit Summary This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. Continued emphasis on evidence -based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear constructive responses.	
NJ Student Learning Standards	
RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6. Identify who is telling the story at various points in a text. Integration of Knowledge and Ideas RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RI.1.1Ask and answer questions about key details in a text. RI.1.2Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds.

Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

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

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. 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*).

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*).

Interdisciplinary skills

1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.

1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Careers skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
• Students will notice patterns, self-monitor, and self- correct as they read. • Readers use pictures and words to learn important information about the characters. Readers reread books to notice important clues and how the story and characters may develop and change.	• How do readers develop fluency and make meaning while reading? • How do readers get to know the characters in their books? • How can rereading help readers notice more fiction elements?
Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Based on Readings <i>Recess Queen</i> and <i>A Fine, Fine School</i>, Children will think about how the characters acted as good classroom citizens. They will write their opinions about how a good classroom citizen acts and and supply reasons. (Module A <i>ReadyGen</i>) Students will use Bryan from <i>Far From home</i> or a student of their choice from <i>Going to School</i> and compare and contrast this student's school experience with their own. (Module B <i>ReadyGen</i>)	Formative Assessments • Quizzes • Classroom discussions • Students' daily work Summative Assessments • Tests • Opinion Rubric • Module 2 Unit Assessment Benchmark Assessment • Benchmark Alternative Assessments

	● Draw a Picture to Show Comprehension with Verbal Explanation ● Group Work/Class Discussion Rubric ● Response Sentence Starters
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> ● Identify and understand who their characters are. ● Identify and understand where and when the setting is. ● Understand and describe major events in their stories, using key details. ● Think and talk about characters, setting, and major events ● Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts ● Retell to check for understanding and contribute to conversation. ● strategies to help them comprehend what they read. ● Monitor comprehension to make sure they understand what they read.	<i>Students will be able to ...</i> ● Find words and phrases in stories or poems that describe a character or narrator's feelings ● Compare and contrast characters' experiences in a story ● Compare and contrast characters' experiences and adventures from two different stories ● Reread and think closely about story elements from beginning to end ● Make predictions and understand characters and their problems ● Notice similarities and differences when reading different versions of a familiar story ● Use information from pictures and text to get to know characters ● Infer characters' feelings, motives, and attributes using prior knowledge and the text itself ● Use personal schema to connect with and understand realistic fiction stories

	- Engage with fictional texts as they visualize who, when, where and what - Generate questions as they read.
Instructional Plan	
Suggested Activities	Resources
Choose on illustration from their read and write a caption.	Text, paper,
Students will perform Reader's Theater stories for their classmates. Students will dress like and create props to use to support the characters and setting of their story. Students will understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	Reader's Theater story, props, materials to make the setting and costumes
Students create a venn diagram using hula hoops and post-it's to explain major differences between fiction books, informational books and what is included in both. Students present information to the class once venn diagrams are completed.	2 Hula Hoops, post-it notes, pencils
Websites	
Online story books that can be shared using the interactive projector or used as a resource for centers.	www.tumblebooklibrary.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Short reading passages that help focus on comprehension	www.readworks.org

Modifications

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Pair with a strong student as a “buddy”
- miming and roleplay
- personal word walls / word rings
- Pre-teach key vocabulary
- small group instruction / cooperative learning

Gifted and Talented

- Organize and offer flexible small group learning activities
- problem-solving simulations
- Mini lessons to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk ● Highlight key words ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers	
Special Education/504 ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state ● Provide students with a study guide before a test or quiz to help them prepare ● Group students in partnerships that will facilitate discussion and collaborative environments ● Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit	

Unit 3 will address the following 21st Century Life and Careers skills:	
Check all that apply 21st Century Themes	Career Ready Practices

9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 3 : Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary	

This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strengthen comprehension and fluency. Students will engage in daily lessons and activities that teach independent reading strategies, develop vocabulary and build stamina. Continued emphasis on evidence-based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.

NJ Student Learning Standards

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds.

Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. 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*).

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

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

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

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Essential Questions

● Nonfiction readers think about background knowledge, make observations, and ask questions. ● Readers use various text features to extend their knowledge about the topic. ● Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.	● What is happening in the text, how does that work, and what does that mean? ● How do the text features help readers understand the information? ● What are the strategies that readers can use to figure out words that they don't know?
Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students write about a choice they made to save money or spend or spend money. Class will generate a list of goods and a list of services. Students will choose a good or a service he or she feels is especially important and write their opinion about. They will support opinions with a reason.	Formative Assessments ● Student opinion writing rubric ● Class discussions ● Conferencing Summative Assessments ● Unit Quizzes ● Unit Assessments ● Linkit Skill Assessments Benchmark Assessment ● Mid year benchmark ● Linkit ELA Test B ● HMH foundational Skills Assessment Alternative Assessments ● retell or act out ● respond to stories orally

	• recognize a set of high frequency words • KWLA Chart: Know, Want to Know, Learn, Analyze
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> • How to use pictures and details in an informational text to help me explain the key ideas. • Think and learn new things when they read nonfiction. • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text • Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. • Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts.	<i>Students will be able to ...</i> • Learn new information about interesting subjects and topics by reading and studying nonfiction texts • Use the text features of nonfiction as clues • Slow down and take time to notice the features, details, information, and new words in nonfiction texts • Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense • Use dates, timelines, and key ideas that are organized chronologically to help them learn about history and important people

	• Stop and use strategies when coming upon unfamiliar words or phrases, or when something does not make sense • Know that it is important to determine why a writer wrote his or her text • Uncover the messages behind the topics they read about by asking questions and paying attention to the evidence and examples writers include in their books • Use a Table of Contents to find out where information is located in the nonfiction text they read • Use captions and labels to help them identify the visual information that's represented in illustrations and photos • Determine the meaning of unknown words by using fix-up strategies, background knowledge, and context clues to help them • Better understand the nonfiction text they read when they activate their prior knowledge and make connections
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	• Use “who, what, when, where, why, and how” questions to help them clarify and understand information • Learn how the genre of literary nonfiction presents real information by using literary language and a story structure • Recognize how sequential structures help them understand order and procedures in the nonfiction text they read • Use timelines to help gain additional information about the topics they are reading and learning about • Use additional resources found in the back of nonfiction books in order to learn more information about the topics they are reading about Synthesize information to help them demonstrate and better understand what they have learned
Instructional Plan	
Suggested Activities	Resources

Students explore various non-fiction virtual tours on Google Street View. Discuss and clarify, with a partner, facts (not opinions) learned from virtual tour.	Interactive projector, Chromebook, google street view links
Have a Non-Fiction Text Feature Scavenger Hunt. Break class into teams and the team that finds the most non-fiction text features wins the scavenger hunt. Students use post-it to mark all nonfiction text features.	Mentor texts that have all features of nonfiction, anchor chart, post-its.
Websites	
Short reading passages that help focus on comprehension	www.readworks.org
Short reading passages to improve comprehension, assessments included	www.readtheroy.org
Printable materials for specific skills.	http://www.readinga--z.com
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> <i>*See below for additional ways to accommodate and modify</i>	

Suggested Options for Differentiation

English Language Learners

- Increase comprehensible input via visuals, gestures, miming, or roleplay
- word rings
- Pre-lessons
- Total physical response(TPR) activities
- Pre-teach key vocabulary
- teacher modeling
- *Cloze* activities

Gifted and Talented

- Use centers, stations, or contracts
- Students design questions
- Choice board to extend learning
- Teach cognitive and methodological skills

Basic Skills/Economically Disadvantaged/Students at Risk

- Make use of books on digital text.
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Think alouds
- Group students in partnerships that will facilitate discussion and collaborative environments
- Model

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.4.	Demonstrate developmentally appropriate navigation skills in virtual environments
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Unit 4: Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and non-fiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross--curricular, evidence- based writing will continue across the narrative, informational, and opinion units with a strong focus on narratives and writing longer responses.	
NJ Student Learning Standards RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade- level phonics and word analysis skills in decoding words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

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

Interdisciplinary skills

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.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

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

6.1.4.A.1. 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.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

8.1.P.A.2. Navigate the basic functions of a browser.

21st Century Life and Careers skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
- Students are able to use rubrics effectively - Effective readers use appropriate strategies as needed to construct meaning. - An understanding of Standard American English helps us understand what we read and what we hear. - Good listening and speaking skills help us better understand each other. - Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.	- How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched? - What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling? - What are the strategies that readers can use to figure out words that they don't know?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
- Students will reflect on the importance of families in the stories they have read. They will create a narrative that tells about a family. - Using the information gathered from <i>How a seed grows and The life Cycle of an Apple Tree</i> to explain how a seed grows	Formative Assessments - Narrative Rubric - Opinion Rubric - Performance Assessments - Exit Slips - Conferencing Summative Assessments - Tests - Quizzes - Projects

	Benchmark Assessment ● Reading Benchmark ● Linkit Assessment C ● HMH Reading Inventory Alternative Assessments ● Create a bookmark list facts from <i>How a seed grows and The life Cycle of an Apple Tree</i> ● Create a comic strip of story that includes all story elements ● Diary entry from a character students have read about.
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> ● How to use pictures and details in an informational text to help me explain the key ideas. ● Think and learn new things when they read nonfiction. ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text ● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. ● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts.	<i>Students will be able to ...</i> ● Learn new information about interesting subjects and topics by reading and studying nonfiction texts ● Use the text features of nonfiction as clues ● Slow down and take time to notice the features, details, information, and new words in nonfiction texts ● Familiarize themselves with the structures that writers use in order to

	present their information in a way that makes sense • Stop and use strategies when they come upon unfamiliar words or phrases, or when something does not make sense
Instructional Plan	
Suggested Activities	Resources
Teacher reads aloud a story without showing the illustrations. Students will use details in a story to create illustrations that describe its characters, setting or events. Students retell the story to a partner using their illustrations to help. Teacher re-reads story showing the illustrations to compare.	Reading Response Journal, crayons, pencils, mentor text
Students play Word Charade to clarify the meaning of words and phrases in a text. Break the class into teams. Display mentor texts and have students act out words. Students have a chance to guess the correct word and explain what it means.	Mentor text, interactive projector, easel (for keeping score)
Students develop question based on their reading. Then attempt to answer one another's questions in a game format.	<i>How a seed grows, The life Cycle of an Apple Tree</i> Post-its, pencils
Websites	
Short teaching videos in all content areas that include interactive quizzes.	www.brainpop.com
Printables, activities and lesson plans	https://www.education.com/games/grammar/
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Ask clarifying questions
- Paragraph frames
- Create Graphic Organizers with teacher before writing
- Pre-teach key vocabulary
- Modeled and shared writing activities

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan

- Provide differentiated instruction as needed
- PGroup students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness	✓	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.
	Career Preparation	✓	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 5: Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary: This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, non-fiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross--curricular, evidence- based writing will continue across the narrative and informational with a strong focus on writing longer responses that include the use of time related transitions and sequence words.	
NJ Student Learning Standards	
RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text. RI.1.9 Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).	

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon norms for discussions. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary skills

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Technology

8.1.2.A.2. Create a document using a word processing application.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using electronic tools.

21st Century Life and Careers skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understanding

- Nonfiction readers think about background knowledge, make observations, and ask questions.
- Readers use various text features to extend their knowledge about the topic.
- Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.

1. Essential Questions

- What is happening in the text, how does that work, and what does that mean?
- What are the strategies that readers can use to figure out words that they don't know?
- How do the text features help readers understand the information?

How do readers apply word structure analysis and vocabulary skills to comprehend selections?	Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Children will write a realistic fiction or make-believe story that includes the moon as a central feature. Ideas and inspiration should come from <i>King Kafu and the Moon</i> and <i>Let's Visit the Moon</i>. (Module A <i>ReadyGen</i>) Students will write a question and answer book about a planet or another element of the solar system using <i>Our World in Space: Planets and the Sun</i> and other texts. *Extension: These can be put into a presentation using word processing programs, and students can add graphics. They will present their projects to classmates. (Module B <i>ReadyGen</i>)	Formative Assessments - Narrative Rubric - Informational Rubric - Project Summative Assessments - Unit Tests - Lesson Quizzes Benchmark Assessment - Benchmark assessment - Comprehension Skills Assessment (HMH Reading Inventory) Alternative Assessments - Group Work/Class Discussion - Teacher Observation - Verbal Responses - Student Friendly Rubrics - Modified Graphic Organizers
Knowledge and Skills	
Content	Skills

<i>Students will know...</i> ● Define words by category and one or more attribute. ● Name and focus on the topic ● supply some facts about the topic and add details to strengthen writing ● Provide closure ● Respond to questions and suggestions from peers ● with assistance, use digital tools to produce and publish writing ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question ● Recognize a set of high frequency words	<i>Students will be able to ...</i> ● Answer text based questions after reading and rereading informational text ● Find key details about a text and share verbally on in writing ● Read grade -level high frequency words with irregular spelling patterns ● Create written texts for others to read.
Instructional Plan	
Suggested Activities	Resources
Students will practice organizing sentences regarding the solar system they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will choose an “All About Book” topic and can write down or draw facts they already know about their selected topics on a sheet of paper or brainstorm possible places for research.	Chromebooks, interactive whiteboards, art supplies, mentor text
Websites	
Kid safe search engine	
360-degree virtual tour of landmarks around the world.	www.kidrex.com

Videos, fun facts, and games of various animals and photography	www.google.com/streetview/
Short reading passages that help focus on comprehension	www.Kids.Nationalgeographic.com
Suggested Options for Differentiation	
English Language Learners ● Practice finding subject and verb in text sentences ● Allow for additional wait time for student responses ● Preview lessons ● Create cognate chart	
Gifted and Talented ● Organize integrated problem-solving simulations ● Higher level questioning ● Students design questions ● Choice board to extend learning	
Basic Skills/Economically Disadvantaged/Students at Risk ● iRead small group or individual data based lessons ● Chunk texts ● Graphic organizers ● Use of a <i>Whisper phone</i> or have students read aloud	
Special Education/504 ● Follow all IEP modifications/504 plan ● Pre-teach and model strategies to learn and practice new vocabulary ● Provide differentiated instruction as needed ● Provide students with a study guide before a test or quiz to help them prepare ● Cooperative learning groups	

Unit 6 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.	Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 6: Integrated English Language Arts / 1st Grade	Duration: 5-6 Weeks Approximately 25-30 days
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Unit Summary:

This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. In addition, attention will be given to grade level conventions. Continued emphasis on evidence-based writing will occur across with a strong focus opinion writing and writing meaningful constructive responses.

NJ Student Learning Standards

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

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

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

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

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

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*).

Interdisciplinary skills

6.1.4.A.1 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.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

8.1.P.A.2. Navigate the basic functions of a browser.

21st Century Life and Careers Skills

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies.	
Essential Understandings	Essential Questions
• Writers look for examples of well-crafted writing and use those models in their own writing. • Writers brainstorm topics and choose one that they feel is an important for them to share with others. • Students will vary sentence beginnings, length and punctuation to target the intended audience. • Readers use punctuation to gain meaning of text	• How do authors use elements of writing to tell stories from beginning to end? • How do authors select what story they are choosing to tell? • How do writers maintain audience interest using various sentence lengths, patterns and style?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will write a review o one of the texts they have read. They will include information from the text that helped them form their opinion (Module A ReadyGen) After reading <i>Whose Is This?</i> students will think about the items that were lost and write about the most interesting one and why. They will write their opinions and include information from the text. (Module B ReadyGen)	Formative Assessments • Opinion Rubric • Conferencing • Informal writing samples Summative Assessments • Unit Test • Lesson Quizzes Benchmark Assessment • Benchmark

	● Linkit Assessment C Alternative Assessments ● Create a “movie poster” of a text ● Quick write ● Sentence completion
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> ● Rereading a text helps comprehension. ● Good readers go back and read again if something is not clear ● Affixes can be added change the meaning of words ● Find Main Ideas and details are used to retell ● Identify basic similarities in and differences between two texts	<i>Students will be able to ...</i> ● Recall story elements using key details and main ideas. ● Observe how an author presents facts and recognize important word choice ● Understand narrative nonfiction text ● Compare and contrast facts and information ● Observe, notice, and collect information about topics ● Learn new topics by reading books, asking questions and making careful observations
Instructional Plan	
Suggested Activities	Resources
Students work in pairs to identify words and phrases in poems or other texts that appeal to the senses.	Paper, mentor text, pencils
Play Kahoot to assess students’ knowledge about various grade level grammar skills	Kahoot premade game, Chromebook/iPad, interactive projector
Websites	

Interactive game on all subjects. Pre-made items are available or teachers can create their own.	https://kahoot.com
E books for all subjects and levels that include assessment opportunities.	https://www.getepic.com
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> <i>*See below for additional ways to accommodate and modify</i>	
Suggested Options for Differentiation	
English Language Learners ● Provide hands on activities. ● Create graphic organizers ● Provide <i>cloze</i> paragraphs when students are asked to do longer writing assignments ● Build background knowledge ● Use visuals	
Gifted and Talented ● Set up independent learning opportunities such as research topics of interest ● Students design questions ● Expand reading bookshelf 'variety of genre'	
Basic Skills/Economically Disadvantaged/Students at Risk ● Daily Foundational Skills practice (iRead)	

- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Make use of cooperative learning groups
- Pre-teach and model strategies to learn and practice new vocabulary