

**ENGLISH/LANGUAGE ARTS  
GRADE 1**

EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: September 23, 2024 Dr. David Gentile  
Produced by: Sara Graja, District Supervisor Superintendent  
Kimberly Mack, Literacy Coach

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

## **Table of Contents**

	<u>Page</u>
K-5 Literacy Program Description and Pacing Guide	3
21 <sup>st</sup> Century Life and Careers	6
Section 1: Reading Fictional Literature	8
Section 2: Informational Reading	19
Section 3: Foundational Skills for Literacy Development	25
Section 4: Narrative Writing	32
Section 5: Nonfiction and Informational Writing	37
Language Lists	42
Glossary of Terms	43
Sample Standards Integration	44
Appendix A: Suggested Climate Change Integration	45

## K-5 Literacy Program Description and Pacing Guide

The students enrolled in the Ewing Township Public Schools participate in a balanced literacy program that is “grounded in scientifically based reading research which supports the essential elements and practices that enable all students to achieve literacy” (National Reading Panel, 2000). There are three goals of our literacy program: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Balanced literacy can be seen in a classroom with teachers reading aloud and with students participating in: 1) shared reading, 2) guided reading, 3) independent reading and 4) modeled and shared writing. Ongoing formative assessment within a balanced literacy classroom provides data that allow teachers to make sound educational decisions about each individual student in a classroom.

### Scope and Sequence for Reading Units of Study:

	<b>Marking Period 1</b>	<b>Marking Period 2</b>	<b>Marking Period 3</b>	<b>Marking Period 4</b>
<b>Kindergarten</b>	Launching the Reading Workshop and Working with Partners	Reading Fiction	Reading Nonfiction	Reading and Writing Content-Specific Nonfiction
<b>1<sup>st</sup> Grade</b>	Launching the Reading Workshop and Building Foundational Reading Skills	Reading Fiction	Reading Nonfiction	Writing about Reading (across genres)
<b>2<sup>nd</sup> Grade</b>	Launching the Reading Workshop and Character Study	Reading Fiction, Fables and Folktales	Reading Nonfiction	Reading and Writing Nonfiction and Reading Poetry
<b>3<sup>rd</sup> Grade</b>	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop	Reading Fiction, Fables, Folktales and Myths	Poetry Reading and Reading Workshop
<b>4<sup>th</sup> Grade</b>	Launching the Reading Workshop and Close Reading and Text-Based Writing	Nonfiction Reading Workshop and Close Reading of Nonfiction Texts	Historical Fiction Close Read and Book Clubs	Student-Directed Book Clubs

<b>5<sup>th</sup> Grade</b>	Launching the Reading Workshop and Close Reading for Fiction Signposts	Close Reading of Nonfiction Texts and Historical Fiction Book Study	Nonfiction Signposts and Reading and Writing across Genres	Student-Directed Book Clubs
-----------------------------	--	---	--	-----------------------------

### Scope and Sequence for Writing Units of Study:

	<b>Marking Period 1</b>	<b>Marking Period 2</b>	<b>Marking Period 3</b>	<b>Marking Period 4</b>
<b>Kindergarten</b>	Building Foundational Writing Skills (e.g., letters, names, sight words, etc.)		Fiction Writing and Adding Details	Nonfiction and Poetry Writing
<b>1<sup>st</sup> Grade</b>	Launching the Writing Workshop and Narrative Writing	Fiction Writing and Adding Details	Nonfiction and Opinion Writing	Poetry Writing
<b>2<sup>nd</sup> Grade</b>	Building a Writing Community and Adding Details	Fiction Writing	Nonfiction and Letter Writing	Opinion and Poetry Writing
<b>3<sup>rd</sup> Grade</b>	The Writing Community, the Writing Process and Opinion Writing	Opinion and Expository Nonfiction Writing	Expository Nonfiction and Narrative Writing	Narrative and Poetry Writing
<b>4<sup>th</sup> Grade</b>	The Writing Community, the Writing Process and Opinion Writing	Opinion and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Poetry Writing
<b>5<sup>th</sup> Grade</b>	The Writing Community, the Writing Process and Narrative Writing	Narrative Writing and Expository Nonfiction	Expository Nonfiction and Opinion Writing	Opinion and Poetry Writing

## **21st Century Life and Careers**

**In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.**

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **CRP4. Communicate clearly and effectively and with reason.**

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

#### **CRP7. Employ valid and reliable research strategies.**

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and in the workplace.

#### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

## **Technology Integration**

### **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 create and communicate knowledge.

### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Social Studies Integration** - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

**Companion Standards 11-12** - History, Social Studies, Science and Technical Subjects

**Section 1: Marking Period 1 and 2 -  
Launching the Reading Workshop,  
Reading Fictional Literature  
Pacing 90 Days Every Day for 1 hour  
(Equivalent to 2 Marking Periods)**

**Why Is This Unit Important?**

Launching the Reading Workshop	Reading Fictional Literature
Reading workshop is an instructional framework where a teacher provides a focused mini-lesson on a specific skill or strategy, allots time for students to apply that skill or strategy independently to a student-selected or teacher-assigned text, practices reading strategies/skills in guided reading group, provides feedback to help each student develop in additional areas of need and closes the lesson with a review of the skill or strategy of focus and whole group debriefing.	<p>Fiction is defined as "something invented by the imagination or feigned, specifically an invented story; fictitious literature such as novels or short stories" (Merriam-Webster). The big ideas included in this unit of study are:</p> <ul style="list-style-type: none"> <li>• There are many genres of fiction, each with its own identifiable features.</li> <li>• Fictional stories, short or long, include common literary elements.</li> <li>• Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.</li> </ul>

**The big ideas embedded in this unit are:**

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• The structure of the reading workshop is the same across grade levels (mini-lesson, independent practice and direct application, guided reading,</li> </ul>	<ul style="list-style-type: none"> <li>• There are many genres of fiction, each with its own identifiable features.</li> <li>• Fictional stories, short or long, include common literary elements.</li> </ul>



<p>closure). Routines must be introduced and practiced to ensure student focus throughout the workshop.</p> <ul style="list-style-type: none"> <li>• The goal of the daily mini-lesson during the launching units is to introduce and reinforce processes and practices and establish expectations. As this unit progresses, the goal of the mini-lesson will shift to teaching comprehension skills and strategies which students will apply to all units throughout the year.</li> <li>• "To progress as readers, [students] must have ample time to read a lot and they must have texts they can read independently" (Reading and Writing Project). One purpose of the reading workshop is to embed this time for supported independent application into the class period.</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use literary devices and figurative language thoughtfully to convey a particular message in a very specific way. It is important that readers pay careful attention to such wording.</li> </ul>
--	--

## Enduring Understandings

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• The purpose of the launching readers workshop is to establish routines and procedures within the workshop framework, positively reinforce those routines so they continue throughout the school year and empower students with an enjoyment of self-selected independent reading</li> <li>• Within a workshop classroom, students must be actively</li> </ul>	<ul style="list-style-type: none"> <li>• Works of literature can be categorized into genres and subgenres.</li> <li>• Works of fiction most often include character, setting, conflict, resolution and theme/central message.</li> <li>• Literary devices and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story.</li> </ul>

<p>engaged in reading on a daily basis.</p> <ul style="list-style-type: none"> <li>• Formative assessment occurs daily; student reading strengths and needs are assessed through desk-side or small group instruction, and targeted feedback is provided and next steps are established. Research indicates this as a best practice to improve individual student achievement.</li> <li>• The goal for the mini-lessons presented during the reading workshop launch is to establish routines and expectations. The only reading 'skills' or 'strategies' introduced during the launching unit are those that will apply to most or all units of study throughout the school year.</li> </ul>	<p>Words that authors use (i.e., story language) are often different than conversational/spoken language.</p>
---	---

## Essential Questions

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• What are the benefits of the reading workshop model?</li> <li>• What should a student do when he/she is not sure what to do, especially if the teacher is already working with a student or student group?</li> <li>• What is the expectation related to independent reading time?</li> <li>• What is 'reading stamina' and how can one develop his/her reading stamina?</li> </ul>	<ul style="list-style-type: none"> <li>• Why must fiction be approached differently than nonfiction reading? What makes each different?</li> <li>• Must all fictional pieces follow the same exact format (i.e., the plot pyramid)?</li> <li>• How does story language (i.e., literary devices, figurative language, etc.) influence the way a story is read and understood?</li> </ul>

**Acquired Knowledge:** (Students will know...)

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"><li>• Learn the daily structure of Readers Workshop, including transitions between activities and classroom expectations for behavior and participation.</li><li>• Understand their role in the workshop, such as how to select books, participate in discussions, and manage their reading materials.</li><li>• How to foster a love of books by exploring different genres and types of books to develop a positive attitude towards reading.</li><li>• Establish routines and habits that make reading a regular and enjoyable part of their day.</li><li>• Engage in discussions about the story, including answering questions and sharing thoughts.</li></ul>	<ul style="list-style-type: none"><li>• Fictional stories contain specific literary elements (i.e., character, setting, key events, problem/solution and central message/lesson).</li><li>• The point of view from which a story, myth, fable or narrative poem is told may change as the work progresses.</li><li>• There are many subgenres of fiction including, but not limited to, storybooks, poems, fairy tales, fables, myths, folktales, drama and realistic stories.</li><li>• Illustrations/pictures in stories can help a reader to understand the characters, events and settings.</li><li>• There is a difference between book language and spoken language.</li><li>• When retelling a story, one must include the main character(s), key events and the central message or lesson.</li><li>• The same story is often written by different authors or reflecting different cultures (i.e., Cinderella), each version with its own identifiable features.</li></ul>

## Acquired Skills:

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• Understanding the Workshop Routine - Students learn the structure and expectations of the Readers Workshop, including how to transition between activities and the importance of following the schedule.</li> <li>• Building a Reading Stamina - They practice sitting quietly and focusing on reading for longer periods, gradually increasing their reading time.</li> <li>• Choosing Books - First graders learn how to select books that match their reading level and interests, fostering independence and engagement.</li> <li>• Handling Books - Students are taught how to handle books properly, including how to turn pages gently, hold books correctly, and take care of them.</li> <li>• Listening to Read-Alouds - They develop listening skills and comprehension by listening to their teacher read books aloud, discussing the story, and asking questions.</li> <li>• Predicting and Making Connections - Students make predictions about what will happen next in a story and connect the story to their own experiences.</li> <li>• Recognizing and Using Reading Strategies - Students are introduced to reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Describe literary elements in a story including characters, settings and major events using key details from the text</li> <li>• Utilize a graphic organizer when identifying elements in or extrapolating elements from a fictional story</li> <li>• Ask and answer questions about key details in a text</li> <li>• Identify the narrator of a fictional text (e.g., story, fable, poem) and explain any changes that may take place related to the narrator as the story progresses</li> <li>• Read and respond to questions related to the different characteristics of the various subgenres of fiction (i.e., discuss, reflect, reading journal)</li> <li>• Use illustrations or pictures to more carefully understand a story's characters, the events that occur in the story and the setting which the story occurs</li> <li>• Differentiate between "book language" or the words used by a writer and spoken language used by individuals (i.e., students, friends, etc.)</li> <li>• Retell a story including, at least, main characters, settings, key events and the central message or lesson</li> <li>• Compare different versions of the same story, specifically focusing on cultural differences</li> <li>• Apply reading strategies such as asking questions, visualizing and</li> </ul>

<p>and how to apply when reading independently</p> <ul style="list-style-type: none"> <li>• Retelling Stories - First graders practice retelling stories in their own words to develop their comprehension and sequencing skills.</li> <li>• Participating in Discussions - Students participate in discussions about books, sharing their thoughts, and listening to their peers.</li> <li>• Setting Goals - Students might set personal reading goals with guidance from their teacher, which helps them take ownership of their learning.</li> </ul>	<p>inferring to enhance one's understanding of a story</p>
---	--

### Instructional Materials:

Launching the Reading Workshop	Reading Fictional Literature
<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Teacher read aloud books</li> <li>• Student book bins</li> <li>• Student notebook</li> <li>• Anchor charts</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>• Picture Books: Choose high-quality picture books with engaging illustrations and simple, relatable stories. Look for books that have repetitive phrases or predictable patterns to support early readers. During read-aloud sessions, pause to ask questions about the story, predict what might happen next, or connect the story to students' own</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• District-provided units of study</li> <li>• Independent reading books</li> <li>• Guided reading books for small group instruction</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>• Big Books for mini-lessons and modeling</li> <li>• Geodes</li> <li>• Learning A-Z: Reading A-Z, Vocabulary A-Z and Raz-Kids (K and 1)</li> <li>• The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)</li> </ul>

<p>experiences.</p> <ul style="list-style-type: none"> <li>• Big Books: for mini-lessons and modeling</li> <li>• Story Sequencing Cards: Provide sequencing cards that depict key events in the story. Students can arrange these cards in order and discuss the beginning, middle, and end of the story.</li> <li>• Family Engagement: Send home copies of the story for families to read together, along with discussion prompts or suggested activities to extend learning beyond the classroom.</li> </ul>	
--	--

**Accommodations or Modifications for Special Education, ESL or Gifted Learners** (Click [link](#) for resources)

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• Whole group/pair reading</li> <li>• Student seating flexibility</li> <li>• Student book choice</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the Accommodations in the above link</li> </ul>

**Assessments: Suggested assessments, but not limited to those listed**

Formative:

- Teacher observation and anecdotal records
- Small or large group discussion

Summative:

- A variety of text-based responses (i.e., journals, graphic organizers, highlighting evidence, written response, etc.)

Benchmark:

- iReady quarterly assessments

### **Interdisciplinary Connections:**

- Utilize fall themed books, special holiday books, math themed books, animal themed books that can be connected to social studies, science or math curriculum
  - o Writing - After reading a fall themed book, students can write a sentence about their favorite season
  - o Math - After reading a weather themed book, you can make a graph to track daily temperatures
- Historical fiction or fantasy books can be connected to discussion or instruction in social studies or science classes.
- Teachers can collaborate with with special area teachers to incorporate and reinforce reading skills that are being taught in the classroom
  - o Art - illustrate your favorite book, create a book cover or illustrate a favorite or important scene from a book.
  - o Library - reinforce how to use/listen to books

**Climate Change Opportunities:** As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for grade 1. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

## Technology Connections/Websites:

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• <a href="#">Back to School Series: Launching Readers Workshop</a></li> <li>• <a href="#">6 Tips for launching Reader's Workshop</a></li> <li>• <a href="#">Launching Reader's Workshop: Lessons 1-18</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Benefits of Reading Fiction: 5 Reasons Kids Should Read Stories</a></li> <li>• <a href="#">25+ Diverse/Multicultural Children's Books for Back to School</a></li> <li>• <a href="#">25 Back to School Read Alouds for the Primary Classroom</a></li> <li>• <a href="#">Learning A-Z</a></li> <li>• <a href="#">Storyline Online</a></li> <li>• <a href="#">Read, Write, Think</a></li> </ul>

## Suggested Learning Experiences and Instructional Activities:

Launching the Reading Workshop	Reading Fictional Literature
<ul style="list-style-type: none"> <li>• <a href="#">Share Your Reading Life</a></li> <li>• <b>Read Alouds</b> - choose engaging and interactive books with simple language, repetitive phrases, and colorful illustrations <ul style="list-style-type: none"> <li>◦ During read alouds, pause to ask questions, make predictions, and discuss the story or information in the book</li> <li>◦ <a href="#">Read aloud</a> choices</li> </ul> </li> <li>• <b>Book Exploration:</b> Allow students time to explore a variety of books in the classroom library. Teach them how to handle books properly, turn pages gently, and explore different genres and topics.</li> <li>• <b>Build Reading Stamina:</b> Begin to build students' reading stamina by gradually increasing the amount of time they spend</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring Characters:</b> Focus on identifying characters in stories. Discuss what characters do, how they feel and actions based on their feelings. <ul style="list-style-type: none"> <li>• <a href="#">Modeling character chart</a></li> </ul> </li> <li>• <b>Setting:</b> Teach children about the setting of a story (where and when it takes place). Use visual cues and simple language to describe different settings (e.g., forest, school, beach). <ul style="list-style-type: none"> <li>◦ <a href="#">Character/Setting graphic organizer</a></li> </ul> </li> <li>• <b>Making connections:</b> Ask questions that encourage students to connect the story to their own experiences or other stories they've read. <ul style="list-style-type: none"> <li>◦ <a href="#">Making connections graphic organizer</a></li> </ul> </li> </ul>



engaged in independent reading or listening to stories.

- [Chart 1](#)
- [Chart 2](#)

•

- **Retelling and Sequencing** - After reading a story, have students retell it in their own words or act it out. Provide opportunities for children using props, puppets, or drawings. Use sequencing cards or storyboards to help them organize and retell the main events in order.
  - [Retelling](#) worksheet
  - [Sequencing](#) worksheet

## Vocabulary Development

1. **Word of the Day/Week:** Introduce a new word each day/week, and use it in different sentences. Create a class "word wall" with pictures and definitions for visual support.
2. **Vocabulary Games:** Play games like "Guess the Word" where students describe a word without using the word itself, or use vocabulary cards to play memory games.
  - a. [Vocabulary](#) resource

## Fluency

1. **Choral Reading:** Read books or poems together as a class, with students following along. This helps build confidence and fluency through repetition and practice.
2. **Echo Reading:** The teacher reads a sentence or passage aloud, and students repeat it, mimicking the teacher's pace and expression. This helps with smooth and expressive reading.
3. **Repetition and Practice:** Provide short, repetitive texts or poems for students to read multiple times. Repetition helps build confidence and fluency.

	<p>4. <b>Partner Reading:</b> Pair students and have them take turns reading short, familiar books or passages to each other. This peer support can improve fluency and comprehension.</p> <p><b>Comprehension</b></p> <p>1. <b>Picture Walks:</b> Before reading a new book, look at the pictures and make predictions about the story. Discuss what the pictures might tell us about the plot and characters.</p> <p>2. <b>Question and Answer:</b> Ask simple questions about the story or text before, during, and after reading. Encourage students to find answers in the text or pictures.</p>
--	---

**List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):**

Reading Standards for Literature: RL.CR.1.1.; RL.CI.1.2.; RL.IT.1.3.; RL.TS.1.4.; RL.PP.1.5; RL.MF.1.6.; RL.CT.1.8.

Language Standards: L.RF.1.1.; L.RF.1.2.; L.RF.1.3; L.RF.1.3.F; L.RF.1.4.; L.RF.1.4.A; L.RF.1.4.B; L.RF.1.4.C

ELA Speaking and Listening Standards: SL.PE.1.1.A; SL.PE.1.1.C; SL.II.1.2.; SL.ES.1.3.; SL.PI.1.4.; SL.UM.1.5.; SL.AS.1.6.

## **Section 2: Informational Reading**

### **Pacing 45 Days Every Day for 1 hour**

#### **Why Is This Unit Important?**

- Nonfiction texts include, but are not limited to: magazines, newspapers, feature articles, posters, poetry, nonfiction picture books and trade books.
- The organizational structure of a nonfiction text (i.e., text features) connects to the text with which it is paired, provides needed information and is helpful to a reader.
- The skills required to read a nonfiction text differ from those required to read fiction.
- In order for one to become an independent reader of nonfiction, one must read actively.

The big ideas embedded in this unit are:

- Nonfiction texts provide real information about the world.
- Non-fiction texts include informational books, biographies, and how-to guides.
- Connections can be made with nonfiction books. This might involve relating facts from a book to their personal experiences or to other things they've learned.

#### **Enduring Understandings:**

Students will understand that...

- “Non-fiction books are a way to explore interests, passions and questions” (Allyn & McNally, *The Complete Year in Reading and Writing—Kindergarten*).
- Each genre of nonfiction is organized differently, serves a different purpose and is intended for a specific audience.
- Utilizing the organizational structure of a nonfiction text will help a reader to more fully understand the text and will provide opportunities for the reader to navigate the text more easily.
- Reading nonfiction requires a different skill-set than reading fiction. True comprehension of nonfiction requires a reader to understand the text beyond factual recall. “True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what’s important and summarize and synthesize” (Harvey and Goudvis, *The Comprehension Toolkit*).
- In order for true understanding of a nonfiction text to occur, active reading must occur (i.e., annotations in the margins, graphic organizers).

### **Essential Questions:**

- What skills are required to read a nonfiction text? How do those skills differ from genre to genre?
- How do the skills required to read nonfiction differ from those required to read fiction? Why are they different?
- How does one become an independent reader of nonfiction? How does one develop the skills to do so?

### **Acquired Knowledge: (The students will know...)**

- Nonfiction texts provide facts and are organized differently than fictional texts (i.e., headings, labels, table of contents, photographs, index, captions and glossary).
- There are various subgenres of nonfiction texts including, but not limited to, biographies, autobiographies, books about history, social studies, science and the arts and digital media sources on a range of topics.
- In addition to the Kindergarten knowledge, students will understand the purpose of various nonfiction text features (e.g., headings and subheads, sidebars, index and glossary).
- A non-fiction text has a main topic, main idea and key details.
- In addition to activating background knowledge, a reader must ask and answer questions when reading, visualize what he or she is reading and infer meaning based upon information in the text.

### **Acquired Skills:**

- Differentiate between fiction and nonfiction texts, focusing on the organization of the text and text features.
- Read a variety of genres of nonfiction (i.e., read aloud, shared reading, independent reading, etc.)
- Explain the purpose of various nonfiction text features and use text features to aid in reading comprehension.
- Identify the main topic and main idea of a nonfiction text and list key details that support the main topic/idea.
- Apply reading strategies such as asking questions, visualizing and inferring to enhance one's understanding of a story.

## **Instructional Materials:**

### **Core:**

- Non-fiction books from the Guided Reading bookroom
- Independent reading books
- Social Studies/Science texts
- Trade books
- Non-fiction materials (i.e., magazines, newspapers, posters, Internet, etc.)

### **Supplemental:**

- Geodes
- Learning A-Z: Reading A-Z, Vocabulary A-Z and Raz-Kids (K and 1)
- The Primary Comprehension Toolkit (Harvey and Goudvis)
- The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)

## **Accommodations or Modifications for Special Education, ESL or Gifted Learners** (Click [link](#) for resources)

## **Assessments: Suggested assessments, but not limited to those listed**

### Formative:

- Teacher observation and anecdotal records
- Note-taking and graphic organizers to document main idea and supporting details/evidence (benchmark)
- The Primary Comprehension Toolkit rubrics given in each strategy book
- The Primary Comprehension Toolkit Master Trackers for whole class and individual student

### Summative:

- Written responses (i.e., how-to books, research reports, etc.)
- The Primary Comprehension Toolkit "Reflect & Assess" responses from each strategy lesson

### Benchmark:

- iReady quarterly assessments

### **Interdisciplinary Connections:**

- Reading topics connected to science or social studies content and curriculum
  - Social Studies:
    - Read nonfiction books about various holidays and cultural traditions.
    - Explore the significance of different holidays and traditions around the world, discussing how they are celebrated and their historical or cultural importance.
  - Science
    - Read nonfiction books about animals, plants, and the environment.
    - Discuss how people interact with and impact their environment. Explore topics like conservation, recycling, and how communities work to protect natural resources.
- Teachers can collaborate with with special area teachers to incorporate and reinforce reading skills that are being taught in the classroom
  - Library - listen to stories that are connected to the kindergarten curriculum in the areas of Reading, Social Studies, Science, and Math
  - Music - learn a song that teaches the parts of a plant or about an animal

**Climate Change Opportunities:** As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for grade 1. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

## Technology Connections:

### Websites for Teachers:

- [Learning A-Z Login](#)
- [Kids Sites](#)
  - o There are three main categories available when accessing this site: Educational, Fun Sites and Grown Ups. Within each category, there are other links (i.e., Educational - Dinosaurs; Fun Sites - Activities; Fun Sites - Comics; Fun Sites - Stories). From here, teachers can connect to a list of many websites that are interactive and fun.
- [Annenberg Media](#): Teacher professional development and classroom resources across the curriculum
  - o This Annenberg Foundation site, devoted to excellent teaching in America's schools, is organized by grade span. The K-4 section contains information on teaching arts, literature and language, mathematics and science.

### Websites for K-2 Students and Teachers:

- [National Geographic for Kids](#)
- [Time for Kids](#)
- [Sports Illustrated for Kids](#)
- [NASA for Kids](#)
- [NASA for Educators](#)

## Suggested Learning Experiences and Instructional Activities:

- **Picture Book Exploration:** Choose age-appropriate informational picture books on topics like animals, plants, or space. Read together and discuss the pictures and facts. Ask questions like, “What did you learn about this animal?” or “Why do you think this plant grows here?”
- **Fact vs. Fiction:** Read a short story and a nonfiction piece about the same topic. Discuss with the students what is real and what is made up. This can help them differentiate between fictional and informational texts.
- **Fact Finding:** Create a simple “fact-finding” worksheet where students can draw or write about interesting facts they learned from a book.
  - [Worksheet](#)
- **Labeling Activities:** Provide students with pictures of objects or animals and have them label different parts. For example, a picture of a fish could be labeled with its fins, tail, and gills.
- **Nonfiction Text Features:** Teach students about basic text features like headings, captions, and bold print. Use simple texts to help them identify these features and understand their purpose.
  - [Nonfiction Text Features](#) posters
- **Classroom “Mini-Reports”:** Have students pick a topic of interest, such as their favorite animal or a season, and create a simple “mini-report” with drawings and a few sentences about what they learned. They can present their reports to the class.
  - [Animal report](#) format
- **Guided Reading:** During small group or one-on-one reading sessions, choose nonfiction books that match students’ interests and reading levels. Focus on decoding new words and understanding simple facts.
- **Field Trip (in person or virtual):** If possible, take a field trip or explore a virtual tour. Follow up with a discussion or activity where students can share what they learned.
  - [Virtual field](#) trip to the zoo

## List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):

Reading Standards for Informational Text: RI.CR.1.1.; RI.CI.1.2.; RI.IT.1.3.; RI.TS.1.4.; RI.PP.1.5.; RI.MF.1.6.; RI.AA.1.7., RI.CT.1.8.

Language Standards: L.RF.1.1.; L.RF.1.2.; L.RF.1.3; L.RF.1.3.F; L.RF.1.4.; L.RF.1.4.A; L.RF.1.4.B; L.RF.1.4.C

Speaking and Listening Standards: SL.PE.1.1.B, SL.PE.1.1.C, SL.II.1.2., SL.ES.1.3., SL.AS.1.6.



### **Section 3: Foundational Skills for Literacy Development**

#### **Pacing 45 Days Every Day for 1 hour**

#### **Why Is This Unit Important?**

Learning foundational literacy skills in 1st grade is crucial because it builds on the groundwork laid in kindergarten, ensuring students are equipped for more advanced reading and writing tasks. Mastering these skills, such as phonics and phonemic awareness, enhances reading fluency and comprehension, which are essential for understanding and interpreting texts. These skills also support writing abilities, allowing students to construct sentences, spell correctly, and express their ideas clearly.

The big ideas embedded in this unit are:

- **Phonics and Word Recognition:** Students learn to decode words using letter-sound relationships, recognize common sight words, and apply phonics rules to read and write new words.
- **Reading Fluency:** Emphasis is placed on reading smoothly and accurately with appropriate expression, which helps students build confidence and comprehension as they become more proficient readers.
- **Phonemic Awareness:** Students continue to develop skills in manipulating phonemes, such as blending sounds to form words and segmenting words into individual sounds, which supports their ability to decode and spell words.
- **Contextualizing Phonics Skills:** Connecting phonics skills to meaningful reading and writing experiences. Children are encouraged to apply their knowledge of letter-sound relationships when reading books, writing sentences, and engaging in literacy activities.

#### **Enduring Understandings**

- Applying phonics skills consistently allows them to decode a broader range of words, including more complex letter combinations and word patterns.
- Develop the ability to read with greater accuracy and smoothness, integrating phonics skills more fluidly with understanding the meaning of text, which supports more confident and independent reading.
- How to blend and segment more complex sound patterns, and manipulate sounds within words to support both reading and spelling.
- Recognize and apply phonics rules to write more words accurately, using their knowledge of letter-sound relationships to spell words correctly and improve their writing.

## Essential Questions

- How do letters and their sounds help me read and write words?
- What is the difference between consonants and vowels, and how do they work together in words?
- How can I use what I know about letter sounds to figure out how to read new words?
- What are some ways I can blend sounds together to read a word smoothly?
- How can I use my phonics skills if I can't spell a word?
- Why is it important to read with expression?
- How can I use my phonics knowledge to write sentences and stories?

## Acquired Knowledge: (Students will know...)

- How each letter of the alphabet corresponds to specific sounds and can be used to decode and spell words.
- How to blend individual sounds to read words and segment sounds to spell words, including understanding more complex sound patterns and letter combinations.
- How to recognize and read common sight words and apply phonics skills to read a variety of simple words independently.
- How to read smoothly and with expression, integrating phonics skills with an understanding of text to improve overall reading fluency.
- How to apply phonics knowledge to write words and sentences, using letter-sound relationships to assist with spelling and constructing written text.
- How to identify and use common word patterns and rhyming words to assist with reading and writing.

## Acquired Skills:

### Print Concepts:

<b>Kindergarten</b>	<b>Grade 1*</b> <b>In addition to the Kindergarten skills...</b>
Identify the front cover, back cover and title page of a book. (L.RF.K.1.)	Locate the first and last letters of a word in continuous text. (L.RF.1.1)
Follow words from left to right, top to bottom and page by page. (L.RF.K.1.A)	Recognize one's name and other familiar words in isolation and in a continuous text.
Understand that words are separated by space in print. (L.RF.K.1.C)	Understand that one says one word for one group of letters when reading.
Recognize and name all upper- and lowercase letters of the alphabet. (L.RF.K.1.A; L.RF.K.1.D)	Understand the concept of a sentence (a group of words with ending punctuation). (L.RF.1.1)
Distinguish between print and pictures. (L.RF.K.1.)	Understand the concept of letter (a single character) and word (a group of characters). (L.RF.1.1)

Locate the first and last letters of a word. (L.RF.K.2.D)	Use one's name and other familiar words to learn about words and make connections between words.
Match one spoken to one written word while reading and pointing. (L.RF.K.1.B)	Use spaces between words when writing. (L.RF.1.1.)
Recognize one's name. (L.RF.K.1.B)	Match one spoken to one written word while reading and pointing. (L.RF.1.1.)
Understand the concept of letter (a single character) and word (a group of characters). (L.RF.K.1.B)	
Use one's name to learn about words and make connections between words. (L.RF.K.1.B))	

### Phonological Awareness:

<b>Kindergarten</b>	<b>Grade 1* In addition to the Kindergarten skills...</b>
Recite and produce rhyming words (e.g. fly, high, buy, sky). (L.RF.K.2.A)	Orally distinguish long from short vowel sounds in spoken single-syllable words (e.g. /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/). (L.RF.1.2.A)
Count, pronounce, blend and segment syllables in spoken words. (L.RF.K.2.B)	Orally produce single-syllable words by blending phonemes, including consonant blends (e.g. /cats/, /black/, /blast/). (L.RF.1.2.B)
Count individual words in spoken phrases or simple sentences. (L.RF.K.2.B)	Isolate and pronounce initial, medial vowel and final phonemes (sounds) in spoken single-syllable words (e.g. <b>fast</b> , <b>fast</b> , <b>fast</b> ). (L.RF.1.2.C)
Blend two or three phonemes in words (d-o-g, dog). (L.RF.K.2.C)	Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g. lap: /l/-/a/-/p/). (L.RF.1.2.D)
Segment words into phonemes (bat, b-a-t). (L.RF.K.2.C)	
Manipulate phonemes (mat-at, and-hand). (L.RF.K.2.E)	
Connect words by sounds (sun, sat). (L.RF.K.2.D)	
Hear and say beginning phonemes (sounds) in words (run/race, mom/make) and ending (win/fun, get/sit). (L.RF.K.2.D)	

Isolate and pronounce the initial, medial vowel and final phonemes (sounds) in three-phoneme (CVC) words (e.g. /save/, /ham/). (L.RF.K.2.D)	
Add or substitute individual phonemes in simple, one-syllable words to make new words (e.g. /at/, /sat/, /mat/, /map/). (L.RF.K.2.E)	

### Phonics and Word Recognition:

<b>Kindergarten</b>	<b>Grade 1*</b> <b>In addition to the Kindergarten skills...</b>
Recognize and produce the names of most upper- and lowercase letters.(L.RF.K.1.D)	Know the spelling-sound correspondence for common consonant digraphs and blends (e.g. -ll, -ck, -ch, -th, sh-, wr-, st-, pl-). (L.RF.1.3.A)
Understand that there is a relationship between sounds and letters.(L.RF.K.1.B)	Decode regularly spelled one-syllable words (e.g. lock, much, see, rain, slide, bake, bring). (L.RF.1.3.B)
Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meat, heat) and letter sequences. (L.RF.K.1.E)	Know final -e (e.g. take, side) and common vowel team conventions for representing long vowel sounds (e.g. rain, day, week, seat, road, show, make). Long vowel sounds are emphasized in first grade. (L.RF.1.3.C)
Understand alphabetical order.	Introduce short vowel sounds in words and the letters that represent them (e.g. can, egg, up). (L.RF.1.3.D)
Understand special uses of letters (capital letters, initials). (L.RF.K.3)	Recognize and use other vowel sounds (e.g. oo in moon, look; oi as in oil, oy as in boy; ou as in house; ow as in cow; aw as in paw). (L.RF.1.3.D)
Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. (L.RF.K.3.A)	Use knowledge that every syllable must have a vowel sound in order to determine the number of syllables in a printed word. (L.RF.1.3.E)
Associate the long and short sounds with the graphemes for the five major vowels. (L.RF.K.3.B)	Decode two-syllable words following basic patterns by breaking the words into syllables (e.g., rabbit). (L.RF.1.3.E)

Recognize and use beginning consonant sounds and the letters that represent them to read and write words. (L.RF.K.3.A)	Read words with inflectional endings (e.g. -s, -es, -ed, -ing, -er, -est). (L.RF.1.3.E)
Recognize simple CVC words. (L.RF.K.3.E)	Recognize and read grade-appropriate irregularly spelled words (e.g. said, were, could, would, their, there, through, none, both). (L.RF.1.3.G)
Attempt to write words by writing one letter for each sound heard. (L.RF.K.3.A)	Read high-frequency and sight words with frequency and automaticity, e.g., 27 kindergarten and 93 first grade sight words (L.RF.1.3.F)
Recognize and use simple phonograms with the VC pattern (-ad, -ag, -an, -am, -at, -ed, -en, -et, ig, -in, -og, -op, -ot, -uf). (L.RF.K.3.E)	
Read high-frequency and sight words with frequency and automaticity, e.g., 85 identified sight words (L.RF.K.3.C)	
Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. bat vs. sat, cat vs. can). (L.RF.K.3.E)	

### Fluency:

Fluency is defined by the National Institute for Literacy as “the ability to read a text accurately and quickly.” The DRA2 Teacher’s Guide adds, “Good readers read aloud in meaningful phrases with appropriate expression [and] read at an appropriate reading rate with a high percent of accuracy.”

<b>Kindergarten</b>	<b>Grade 1*</b>
Read emergent-reader texts with purpose. (L.RF.K.4.)	Read grade level texts with purpose and understanding. (L.RF.1.4.A)
Read emergent-reader texts with understanding. (L.RF.K.4.)	Read grade level texts orally with accuracy, appropriate rate and expression on successive readings. (L.RF.1.4.B)
Demonstrate an emerging understanding of words by pointing to and/or tracking words as he/she	Demonstrate an understanding of words by pointing to and/or tracking words as he/she reads aloud. (L.RF.1.1.)

reads aloud. (L.RF.K.1.A; L.RF.K.1.B)	
Use pictures and text clues in conjunction with the initial letter-sounds of words to confirm or self-correct word recognition and understanding (L.RF.K.4.)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (L.RF.1.4.C)

\*NOTE: The grade-specific skills listed must also include the skills specified in previous grades.

Scope and Sequence was created using the following research-based materials:

- Standards for English Language Arts and Literacy in History/Social Studies & Science
- Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)
- Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3 (National Institute for Literacy)
- Diagnostic Reading Assessment, 2<sup>nd</sup> edition (DRA2), Pearson

### **Suggested Learning Experiences and Instructional Activities:**

- **Sentence Building:** Use sentence strips or magnetic words to build sentences. Point out periods, question marks, and capital letters.
- **Shared Reading:** During read-aloud sessions, use a pointer to follow the text.
- **Elkonin (sound) Boxes:** Use [sound boxes](#) to segment words into individual phonemes (e.g., /c/ /a/ /t/ for "cat") and then blend them back together.
  - How to use [Elkonin Boxes](#)
- **Sound Sorts:** Provide pictures or objects and have children sort them by their beginning or ending sounds
  - [EE/EA](#) word sort
  - [Digraph](#) word sort
- **Predictable Texts:** Use [predictable books](#) where children can anticipate the text based on repetitive patterns or familiar sight words.
- **Shared Writing:** Write simple sentences/stories together as a class, emphasizing phonetic spelling and decoding skills.
- **Phoneme Manipulation:** Use magnetic letters or letter cards to practice adding, deleting, or substituting sounds in words (e.g., changing "cat" to "bat" by replacing the initial sound).
- **Word Families:** Introduce word families (e.g., -at, -ig) using word family charts or simple word-building activities. Have students create and read new words from the families.
- **Build a Word:** Use letter tiles or cards to build simple words. Students can manipulate the letters to form different words and read them aloud (FUNdations activity)

- **Fluency Activities:** [Fluency games](#) will help students practice reading with speed, accuracy and expression.

### **List of Applicable New Jersey Student Learning Standards for English Language Arts:**

Language Standards - Foundational Skills: Reading Language - Print Concepts: L.RF.1.1.

Language Standards - Foundational Skills: Reading Language - Phonological Awareness: L.RF.1.2.; L.RF.1.2.A; L.RF.1.2.B; L.RF.1.2.C; L.RF.1.2.D

Language Standards - Foundational Skills: Reading Language - Phonics and Word Recognition: L.RF.1.3.; L.RF.1.3.A; L.RF.1.3.B; L.RF.1.3.C; L.RF.1.3.D; L.RF.1.3.E; L.RF.1.3.F; L.RF.1.3.G

Language Standards - Foundational Skills: Reading Language - Fluency: L.RF.1.4.; L.RF.1.4.A; L.RF.1.4.B; L.RF.1.4.C; L.RF.1.4.D

**Section 4: Narrative Writing**  
**Pacing 90 Days Every Day for 1 hour**  
**(Equivalent to 2 Marking Periods)**

**Why Is This Unit Important?**

This unit will focus on the creation of narrative or fictional 'stories', often inspired by a writer's real life experience.

The big ideas imbedded throughout this unit are:

- Narrative writing is often inspired by one's life experience. When writing an imagined work, a writer's background knowledge serves as inspiration for the fictionalized aspects of a piece.
- The goal of narrative writing is to teach students to write a sequence of events with precise detail and to write in such a way that a reader can easily follow events.
- Narrative writing, either personal or fictional, includes literary elements found in fictional reading: character, setting, plot development through a series of events, conflict and resolution and often a lesson or theme.
- Writing with sensory details and a personal or emotional voice engages an audience.
- Narratives should be focused stories or what Lucy Calkins calls "small moments...very focused vignettes."
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentences and the conventions of writing.

**Enduring Understandings:**

- Writing from one's personal experience or focused on a topic familiar to a writer allows him/her to include true to life detail in a story.
- Visualizing is a skill that enables a writer to add specific detail in a story, especially if that story is focused on an experience or topic familiar to the writer.
- Sensory images, vivid detail and careful word choice (i.e., words of emotion) add powerful elements to storytelling that are easy to include when writing about one's true experience.
- Focusing one's story writing onto small moments enables a writer to focus the story's emotion and to build tension in a narrative, a tension that is relieved through the resolution of the conflict.
- Chronology or sequencing is essential when storytelling.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.



**Essential Questions:**

- How does narrative writing differ from expository, prose or poetic writing?
- What is the benefit of writing from one's personal experience or background knowledge rather than from one's imagination?
- How can one develop his/her ability to visualize? How can that skill be used to improve one's writing?
- What is sensory detail? What does it add to a story?
- Why is sequencing important?
- Do writers always write the same way they speak?

**Acquired Knowledge:**

- Narratives are fictional stories, often inspired by real events and focus on single, "small moments."
- In addition to the Kindergarten knowledge, students will know that time cue words (i.e., first, next, then, last) should be used to signal event order.
- A writer must provide some detail of events in the narrative while providing emotion (i.e., voice) or a personal reaction.
- Closure to a narrative piece is required.

**Acquired Skills:**

- Create a narrative based on a single, small moment from his/her experience.
- Incorporate cue words to signal event order.
- Include details when explaining the story's sequence of events.
- Incorporate emotion or a personal reaction in narrative writing.
- Create an ending for a narrative piece.

**NOTE:** Specific grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

**Instructional Materials:**

Core:

- Being a Writer (Center for the Collaborative Classroom)
- Units of Study (Calkins) and CD-ROM of Resources
- Mentor texts and/or big books
- Trade books

Supplemental:

- The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)

## **Accommodations or Modifications for Special Education, ESL or Gifted Learners** (Click [link](#) for resources)

### **Assessments: Suggested assessments, but not limited to those listed**

#### Formative:

- Rubrics
  - o [Rubric](#)
  - o [Student Rubric](#)
- Teacher conferences and anecdotal records

#### Summative:

- Student writing folder or portfolio

#### Benchmark:

- Assessment tools provided in the Being a Writer Assessment Resource Book

### **Interdisciplinary Connections:**

- Students can be encouraged to write about personal experiences or knowledge that connect to topics studied in other classes (i.e., trip to the zoo and animal study, vacation to Philadelphia and a visit to the Liberty Bell, etc.)
- Students can be encouraged to write about shared class experiences or information gathered in the classroom
- Multicultural picture books can be used as mentor texts and to help inspire students to write about their own cultures and traditions. The [International Digital Children's Library](#) provides 5,000 different books, including both text and illustrations, representing hundreds of different cultures in hundreds of different languages. Click this [link](#) for additional book list.

**Climate Change Opportunities:** As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for grade 1. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

## Technology Connections:

- [Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub](#)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- [Starfall](#)
- Picture books available online to be used as mentor texts
  - [International Children's Digital Library](#)
- Computer use for word processing

## Suggested Learning Experiences and Instructional Activities:

- **Sentence Building:** Provide sentence starters and have students complete the sentences using their own words. For example, "I see a \_\_\_\_\_" or "My favorite food is \_\_\_\_\_."
- **Shared Writing:** Write a story together as a class. Students can contribute ideas and help with the writing process, learning about sentence structure and storytelling.
- **Journaling:** Give students a journal to write about their daily experiences or personal events. Encourage them to write about special moments, favorite activities, or their feelings about certain events.
- **Story Starters:** Provide students with story starters or prompts like "Once upon a time, there was a magical forest..." or "On a sunny day, a little boy found..." Encourage them to finish the story with their own ideas.
- **Draw and Write:** Have students draw a picture related to a story or event and then write a few sentences about their drawing. This could be about a favorite day, an adventure, or an imaginary character.
- **Collaborative Storytelling:** Have a group storytelling session where each student adds a sentence or two to a story. Start with a prompt or a beginning sentence and let the story evolve as each student contributes.
- **Character Creation:** Have students create their own characters using drawing and writing. Ask them to describe their character's appearance, personality, and what adventures they might have.
- **Retelling Favorite Stories:** Read a familiar story together and then ask students to retell the story in their own words. They can draw pictures or use a story map to help organize their retelling.
- **Writing Prompts and Pictures:** Provide students with a picture and ask them to write a story based on what they see. This could be a picture of a fantasy scene, an unusual object, or a funny situation.
- **"What Happens Next?":** Read a short story or a portion of a story and pause before the conclusion. Ask students to predict what will happen next and write their own ending.
- **Story Dice:** Use dice with pictures or words on them. Have students roll the dice and then create a story using the elements shown on the dice.

- **Writing Letters or Postcards:** Ask students to write a letter or postcard from the perspective of a character in a story or from an adventure they've imagined. They can describe where they are and what they are doing.

**List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):**

Writing Standards: W.NW.1.3.; W.NW.1.3.A; W.NW.1.3.B; W.NW.1.3.C; W.NW.1.3.D; W.WP.1.4.; W.WP.1.4.B

Language Standards: L.WF.1.1.; L.WF.1.1.A; L.WF.1.1.B; L.WF.1.2.; L.WF.1.3.; L.WF.1.3.A; L.WF.1.3.C; L.WF.1.3.D

Speaking and Listening Standards: SL.PE.1.1.A; SL.PE.1.1.B; SL.PE.1.1.C; SL.ES.1.3; SL.ES.1.4; SL.ES.1.5; SL.ES.1.6

**Section 5: Nonfiction and Informational Writing**  
**Pacing 90 Days Every Day for 1 hour**  
**(Equivalent to 2 Marking Periods)**

**Why Is This Unit Important?**

This unit will focus on the craft of nonfiction and informational writing and will help students develop the skills needed to effectively communicate with an audience.

The big ideas embedded through this unit are:

- The purpose of nonfiction/informational writing is for the writer to draw from what he/she already knows and from what is read or researched.
- The written work must focus on a clear topic and thoughts must be organized logically and coherently.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.
- Strong written works must meet certain criteria (i.e., the opening and closing are evident, main idea is focused and is supported with details, word choice is appropriate to the task, sentences are evident and Standard English is used effectively).
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, word choice, sentence structure and the conventions of writing.

**Enduring Understandings:**

- Nonfiction/Informational writing serves one of three purposes:
  - To increase a reader's knowledge of a subject,
  - To help a reader better understand a procedure or process, or
  - To provide a reader with an enhanced comprehension of a concept.
- A topic must be supported using relevant facts, definitions, details, quotations or other information and examples.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

**Essential Questions:**

- What is the author's purpose when writing a nonfiction or informational piece?
- What differentiates informational writing from other forms of writing (i.e., narrative, poetic, etc.)?
- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- Why is it important to consider audience and purpose when organizing one's writing?
- Why is vivid and precise use of language so important?

- What is Standard English and why is it important to use Standard English in informational writing?

### **Acquired Knowledge:**

- In addition to the Kindergarten skills, students will know that a nonfiction/informational essay consists of a topic and supporting facts related to that topic.
- Exploring several books or resources (i.e., audio tapes, videos, computer resources, etc.) on a given topic will enable one to gather information and write about a single topic.
- In nonfiction/informational writing, a writer names the topic, supplies relevant facts and provides a sense of closure.
- Writers must use Standard English to convey their message to a wide audience of readers.
- Writers continually revise and edit their work to improve their writing (i.e., organization, development, conventions, etc.).

### **Acquired Skills:**

- Explain the purposes of informational writing.
- Identify the topic and supporting facts in a nonfiction/informational “essay”
- Use several books or resources to find information on a single topic
- Develop a nonfiction/informational piece that includes a topic, relevant facts and a conclusion
- Apply the rules of Standard English to convey his/her message to a wide audience of readers, especially those presented during mini-lessons or during a teacher conference
- Continually revise and edit his/her work to improve the writing.

**NOTE:** Grammar skills are highlighted in the K-5 Grammar Scope and Sequence included in the curriculum.

### **Instructional Materials**

Core:

- Being a Writer (Center for the Collaborative Classroom)
- Comprehension Toolkit (Harvey and Goudvis)
- Mentor texts and nonfiction materials (i.e., magazines, newspapers, posters, Internet resources, etc.)
- Trade books

Supplemental:

- The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach and Support (Pinnell and Fountas)

## **Accommodations or Modifications for Special Education, ESL or Gifted Learners** (Click [link](#) for resources)

### **Assessments: Suggested assessments, but not limited to those listed**

#### Formative:

- Assessment rubrics
  - [Nonfiction and Informational Writing Rubric](#)
- Teacher conferences and anecdotal records

#### Summative:

- Student writing folder or portfolio

#### Benchmark:

- Assessment tools provided in the Being a Writer Assessment Resource Book

### **Interdisciplinary Connections:**

- Student writing will be based on Science experiments, research connected to Science or Social Studies topics, field trips, etc.

**Climate Change Opportunities:** As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for grade 1. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

## Technology Connections:

- [Being a Writer Online Resources in the Center for the Collaborative Classroom Learning Hub](#)
- Units of Study DVD Bundle (can be borrowed from the District Language Arts Supervisor)
- Websites provided in the K-2 Nonfiction Reading Unit would provide informational reading opportunities that could then be linked to nonfiction writing opportunities. Thus, all websites provided in that Unit also apply here.
- [Read, Write, Think](#) provides educators with ideas, lesson plans and reference materials to support almost any topic. By simply searching “nonfiction writing grades K-2”, one would obtain a list of seven lessons that could be used in any K-2 classroom to support nonfiction writing.
- Computer use for word processing

## Suggested Learning Experiences and Instructional Activities:

- **Fact Finding:** Create a simple “fact-finding” worksheet where students can draw or write about interesting facts they learned from a book or article. For example, they might draw a picture of an animal and write one fact about it.
- **Classroom “Mini-Reports”:** Have students pick a topic of interest, such as their favorite animal or a season, and create a simple “mini-report” with drawings and a few sentences about what they learned. They can present their reports to the class.
- **Personal Fact Books:** Have students create a “Fact Book” about themselves. They can write and illustrate facts about their favorite foods, pets, hobbies, and family members.
- **“All About” Posters:** Students create a poster about a chosen topic (e.g., dinosaurs, butterflies, or a holiday). They can include a title, pictures, and short sentences about key facts.
- **Labeling Activities:** Give students pictures of objects, animals, or plants and have them label different parts with simple words (e.g., label the parts of a flower or a fish).
- **How-To” Guides:** Have students write a “How-To” guide for a simple task, such as making a sandwich or planting a seed. They can use pictures or drawings to illustrate the steps.
- **Informational Class Book:** Read a nonfiction book together and identify key text features like headings, captions, and diagrams. Then, create a class book with similar text features about a topic of interest.
- **“I Learned” Journals:** After reading a nonfiction book or learning about a topic, have students write a short entry in their “I Learned” journal, describing one new fact they discovered.
- **Class Fact Wall:** Create a class “Fact Wall” where students add new facts they learn about different topics throughout the year. They can write or draw facts and post them on the wall.
- **Observational Writing:** Take a nature walk or visit a local park and have students observe and write or draw about what they see. They can write simple sentences describing animals, plants, or other features.



**List of Applicable [New Jersey Student Learning Standards for English Language Arts](#):**

Writing Standards: W.IW.1.2.; W.IW.1.2.A; W.IW.1.2.B; W.IW.1.2.C; W.WP.1.4.; W.WP.1.4.B; W.WR.1.5.; W.SE.1.6.

Language Standards: L.WF.1.1.; L.WF.1.1.A; L.WF.1.1.B; L.WF.1.2.; L.WF.1.3.; L.WF.1.3.A; L.WF.1.3.C; L.WF.1.3.D

Speaking and Listening Standards: SL.PE.1.1.A; SL.PE.1.1.B; SL.PE.1.1.C; SL.ES.1.3; SL.ES.1.4; SL.ES.1.5; SL.ES.1.6

## **List for Grade 1**

### **Grade 1 Language Skills List**

- **Observe conventions of grammar and usage:**
  - Print all upper- and lowercase letters.
  - Use singular and plural nouns with matching verbs in simple sentences (e.g. He hops. We hop.).
  - Use subject, object and possessive pronouns in speaking and writing (e.g. I, me, my; they, them, their).
  - Use verbs in the past, present and future tenses in speaking and writing (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
  - Understand and use frequently occurring prepositions in English (e.g. during, beyond, toward).
  - Produce and expand complete declarative, interrogative, imperative and exclamatory sentences in response to questions and prompts.
  - Understand that, in its most basic form, a sentence must be about something (the subject) and tell something (the predicate) about its subject.
- **Observe conventions of capitalization, punctuation and spelling:**
  - Capitalize names, places and dates.
  - Use end punctuation for sentences (e.g. periods, question marks and exclamation points).
  - Use commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for common irregular words.
  - Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
  - Form new words through addition, deletion and substitution of sound and letters (e.g. an--man--mat--mast--must--rust--crust).
- **Determine word meanings (based on grade 1 reading):**
  - Sort words into categories to gain a sense of the concepts the categories represent (e.g. clothes, colors).
  - Use common affixes in English as a clue to the meaning of unknown words.
  - 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).
  - Demonstrate understanding of the concept of multiple-meaning words by identifying meanings of some grade-appropriate examples (e.g. match, kind, play).
- **Understand word relationships:**
  - Build 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, choosing or acting out the meanings.
  - Use newly learned words acquired through conversations, reading and responding to texts.

## ELA Curriculum Glossary of Key Terms

**Argument Writing** - the purpose is for a writer to change the reader's point of view, to bring about some action on the reader's part or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem; claims or opinions are offered and arguments are based upon facts, definition, quotations or details (Common Core State Standard, Appendix A).

**Close Reading** - (analytic reading) stresses engaging with a text of sufficient complexity and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately; requires that students understand the central ideas and key supporting details in a text (PARCC, 2011).

**Expository Nonfiction** - the purpose is for a writer to inform a reader about a specific topic, one in which the writer may or may not have had prior knowledge; there is an overarching topic communicated in a thesis and factual information about subtopics organized into paragraphs.

**Informational/Explanatory Writing** - the purpose is to increase a reader's knowledge of a subject, to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a concept; this type of writing conveys information accurately (New Jersey Student Learning Standards, Appendix A).

**Informational Text** - nonfiction texts, including but not limited to, biographies, autobiographies and memoirs; nonfiction books including picture books, textbooks and informational books; magazines, newspapers and other periodicals; online resources including information provided on .org, .edu and .gov websites.

**Literary Text** - refers to fictional works including short stories of fiction, chapter books, poems and other narratives.

**Narrative Writing** - the purpose is to inform, instruct, persuade or entertain; the writer conveys experience, either real or imaginary and uses time as its deep structure (New Jersey Student Learning Standards, Appendix A).

**Reading and Writing Workshop** - an instructional philosophy and class structure where students participate in a focused mini-lesson and apply that skill to a text at each student's independent reading or writing level or in an instructional group with guidance and support; instruction and application occur daily and differentiation based upon reading level or writing need is embedded in the framework.

**Text-Based Writing** - writing that requires a student to provide evidence from a specific text as support for his/her response.

## Sample Standards Integration

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

#### **CRP2. Apply appropriate academic and technical skills.**

In grade 1, students learn to apply appropriate academic skills in section 1, reading fictional literature. Students learn that works of literature can be categorized into genres and subgenres. Additionally, works of fiction most often include character, setting, conflict, resolution and theme/central message. And finally, literary device and figurative language are intentionally used by an author to allow a reader to more clearly visualize or become emotionally attached to a story. These academic skills set students up for understanding genres of fictional literature.

Students in grades K-2 use Reading A-Z as a reading tool. The program is web-based where students practice technical skills in order to further develop their reading skills.

#### **Technology Integration 8.1.2.A.2 Create a document using a word processing application.**

In section 2, students read information texts. They learn the organizational structure of a nonfiction text (i.e., text features) and that nonfiction texts provide needed information to a reader. Students understand the skills required to read a nonfiction text differ from those required to read fiction. After reading information texts about activities people do during the winter, they generated sentences about winter activities. Finally, they used a word processing application to create a final product. Additionally, students added pictures to their word processing document.

### **Interdisciplinary Connection: Social Studies**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **D. History, Culture, and Perspectives**

During social studies in grade 1, students learn about families, holidays and traditions. During this unit, they read numerous fiction and nonfiction texts (sections 1 and 2) to learn about traditions celebrated in different parts of the United States and in various countries. Through reading stories and informational texts, children learn people's traditions are shaped by their heritage.

**Appendix: Climate Change Integration**  
**English Language Arts**  
**Grade Level: 1**

**Note: New Jersey has created a [New Jersey Climate Educator Hub](#). Create a FREE account with your district email to access FREE Teaching Resources, Exemplar Lesson Plans, and Professional Learning Opportunities.**

Unit of Study	<a href="#">Standard</a>	Supplemental Texts, Resources, and/or Example Activities
Section 1: Reading Fictional Literature	L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 RL.CI.1.2 RL.IT.1.3 RL.TS.1.4 RL.PP.1.5 RL.MF.1.6 RL.CT.1.8 SL.PE.1.1 SL.II.1.2 SL.ES.1.3 SL.PI.1.4	<p>In 1st grade classrooms, students can use fictional literature to grasp the concepts of climate change in a way that's both engaging and accessible. Through stories featuring animal characters and imaginative worlds, young learners explore how changing weather patterns and environmental shifts impact fictional habitats. These tales not only spark curiosity but also foster empathy as students see the consequences of climate change through relatable characters' experiences. By integrating narratives, the children develop an understanding of climate change while honing their literacy skills and environmental awareness in a fun and meaningful way.</p> <ul style="list-style-type: none"> <li>● <a href="#">The Water Princess</a> by Susan Verde - a book about a girl who doesn't have access to clean water <ul style="list-style-type: none"> <li>○ <a href="#">Discussion questions</a></li> <li>○ <a href="#">Activity</a></li> </ul> </li> <li>● <a href="#">Greta and the Giants: Inspired by Greta Thunberg's Stand to Save the World</a> by Zoë Tucker - a book about a girl who wanted to stop the "giants" to stop chopping down trees <ul style="list-style-type: none"> <li>○ <a href="#">Discussion questions</a></li> </ul> </li> <li>● <a href="#">Compost Stew: An A to Z Recipe for the Earth</a> by Mary McKenna Siddals - a book about composting and how it is good for the environment</li> </ul>

		<ul style="list-style-type: none"> <li>◦ <a href="#">Discussion questions and activities</a></li> <li>● Guide to Using Environmental Fiction and Nonfiction in the Classroom - <ul style="list-style-type: none"> <li>◦ Discussion questions and activities - click <a href="#">here</a></li> </ul> </li> <li>● <a href="#">Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles</a> by Philippe Cousteau, Deborah Hopkinson, and Meilo So <ul style="list-style-type: none"> <li>◦ Lesson plan and discussion questions - click <a href="#">here</a></li> </ul> </li> <li>● <a href="#">Something Happened to Our Planet: Kids Tackle the Climate Crisis</a> by Marianne Celano and Marietta Collins <ul style="list-style-type: none"> <li>◦ <a href="#">Discussion Guide</a></li> <li>◦ <a href="#">Vocabulary Worksheets</a></li> </ul> </li> <li>● Glacier on the Move by Elizabeth Rusch <ul style="list-style-type: none"> <li>◦ <a href="#">Book trailer</a></li> <li>◦ <a href="#">Discussion guide and activities</a> -</li> </ul> </li> </ul> <p><b>Geodes Books</b> that can be used in conjunction with discussions about Climate Change:</p> <ul style="list-style-type: none"> <li>● Module 2/Text Set 1 - Bee Waggle</li> </ul> <p><b>Book List</b></p> <ul style="list-style-type: none"> <li>● On The Reef by Judith and Shandley McMurray</li> <li>● Linda and the Mysterious Footprints by Linda Pistun <ul style="list-style-type: none"> <li>◦ To learn more about the author - click <a href="#">here</a></li> </ul> </li> <li>● Earth.org Book list - <a href="https://earth.org/climate-change-books-for-kids/">https://earth.org/climate-change-books-for-kids/</a></li> <li>● Children's book that inspire climate hope and action - <a href="https://www.momscleanairforce.org/climate-books-for-kids/">https://www.momscleanairforce.org/climate-books-for-kids/</a></li> <li>● Top 10 Books on Recycling and more - <a href="https://bookroo.com/explore/books/topics/recycling">https://bookroo.com/explore/books/topics/recycling</a></li> </ul>
Section 2: Informational Reading	L.RF.1.1 L.RF.1.2 L.RF.1.3 L.RF.1.4 RI.CR.1.1	Students can explore climate change through informational texts that introduce them to basic environmental concepts in a clear and engaging manner. Illustrated books and simple fact sheets highlight key ideas such as weather patterns, the role of trees, and how human activities affect the planet. Through interactive read-aloud sessions and guided discussions, children learn about the importance

	RI.CI.1.2 RI.IT.1.3 RI.TS.1.4 RI.PP.1.5 RI.MF.1.6 RI.AA.1.7 RI.CT.1.8 SL.PE.1.1 SL.II.1.2 SL.ES.1.3 SL.PI.1.4	<p>of taking care of their environment in a way that resonates with their everyday experiences. These informational readings not only build foundational knowledge about climate change but also encourage young learners to think critically about their role in protecting the Earth and inspire a sense of responsibility towards the environment. These lessons can also be used during Science when the students learn how animals use their external parts to help them survive, grow, and meet their needs.</p> <ul style="list-style-type: none"> <li>• <a href="#">If Polar Bears Disappeared</a> by Lily Williams discusses polar bears. It focuses on the domino effect of climate change on polar bears and other animals in the arctic. <ul style="list-style-type: none"> <li>◦ <a href="#">Discussion questions</a></li> <li>◦ You could also read <a href="#">Polar Bear, Why Is Your World Melting?</a> By Robert E. Wells</li> </ul> </li> <li>• A Peek Into Composting lesson - Click <a href="#">here</a></li> <li>• One Turtle's Last Straw: The Real-Life Rescue That Sparked a Sea Change by Eliza Boxer <ul style="list-style-type: none"> <li>◦ <a href="#">YouTube video</a> explaining the real life dangers that plastic has for sea turtles</li> <li>◦ <a href="#">Interview</a> with the author</li> </ul> </li> <li>• <a href="#">The Brilliant Deep: Rebuilding the World's Coral Reefs</a> by Kate Messner and Matthew Forsythe <ul style="list-style-type: none"> <li>◦ <a href="#">Discussion Guide</a></li> <li>◦ <a href="#">Vocabulary Guide</a></li> </ul> </li> <li>• Song - click <a href="#">here</a> to get print bookmarks that have a song to help students understand climate change</li> <li>• Diorama activity that can accompany any text - click <a href="#">here</a></li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• Oil by Jonah Winter. This book tells the story of the Exxon Valdez oil spill and its devastating and lingering effects. <ul style="list-style-type: none"> <li>◦ <a href="#">Discussion Questions and Activities</a></li> </ul> </li> <li>• Green Guardians - A Peek Into Composting lesson</li> </ul>
--	---	---

		<ul style="list-style-type: none"> <li>○ For lesson plans, lesson slides, and activities - click <a href="#">here</a></li> </ul> <p><b>Geodes Books</b> that can be used in conjunction with discussions about Climate Change:</p> <ul style="list-style-type: none"> <li>● Module 2/Text Set 3 - One Look</li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● What a Waste: Trash, Recycling, and Protecting our Planet by Jess French <ul style="list-style-type: none"> <li>○ Book Trailer - click <a href="#">here</a></li> </ul> </li> <li>● Down, Down, Down: A Journey to the Bottom of the Sea by Steve Jenkins</li> <li>● Iceberg by Claire Saxby <ul style="list-style-type: none"> <li>○ <a href="#">Book Trailer</a></li> </ul> </li> <li>● Life in the Ocean: The Story of Oceanographer Sylvia Earle by Claire A. Nivola</li> <li>● <a href="#">A Planet Full of Plastic</a> by Neal Layton</li> <li>● Books about recycling - <a href="https://www.plt.org/educator-tips/books-recycling-elementary-students/">https://www.plt.org/educator-tips/books-recycling-elementary-students/</a></li> </ul> <p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>● Why is Carbon Important article - <a href="https://climatekids.nasa.gov/carbon/">https://climatekids.nasa.gov/carbon/</a></li> <li>● Fossil Fuels Explained to Kids - <a href="https://kids.earth.org/climate-change/fossil-fuels-explained-to-kids/">https://kids.earth.org/climate-change/fossil-fuels-explained-to-kids/</a></li> <li>● 4 Strategies for Teaching About Climate Change - <a href="https://www.edutopia.org/article/climate-change-lesson-plans/">https://www.edutopia.org/article/climate-change-lesson-plans/</a></li> <li>● 8 Ways to Teach Climate Change in Almost Any Classroom - <a href="https://www.npr.org/2019/04/25/716359470/eight-ways-to-teach-climate-change-in-almost-any-classroom">https://www.npr.org/2019/04/25/716359470/eight-ways-to-teach-climate-change-in-almost-any-classroom</a></li> <li>● Climate Change - <a href="https://kids.nationalgeographic.com/science/article/climate-change">https://kids.nationalgeographic.com/science/article/climate-change</a></li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>● National Geographic Kids - <a href="https://www.natgeokids.com/uk/parents/how-to-teach-children-about-climate-change/#:~:text=Ask%20your%20child%20to%20list,greenhouse%20gas">https://www.natgeokids.com/uk/parents/how-to-teach-children-about-climate-change/#:~:text=Ask%20your%20child%20to%20list,greenhouse%20gas</a></li> </ul>
--	--	--



		<p><a href="#">es%20into%20the%20atmosphere</a></p> <ul style="list-style-type: none"> <li>• Kids Against Climate Change - <a href="https://kidsagainstclimatechange.co/">https://kidsagainstclimatechange.co/</a></li> <li>• Subject to Climate - <a href="https://subjecttoclimate.org/teacher-guides">https://subjecttoclimate.org/teacher-guides</a></li> <li>• NASA Climate Kids - <a href="https://climatekids.nasa.gov/climate-change-meaning/">https://climatekids.nasa.gov/climate-change-meaning/</a></li> <li>• Kids.Earth.org - <a href="https://kids.earth.org/">https://kids.earth.org/</a></li> <li>• NJ Climate Education Teacher Professional Development - <a href="https://njclimateeducation.org/professional-development">https://njclimateeducation.org/professional-development</a></li> <li>• Fossil Feul - <a href="https://kids.britannica.com/kids/article/fossil-fuel/399465#:~:text=Fossil%20fuels%20include%20petroleum%20">https://kids.britannica.com/kids/article/fossil-fuel/399465#:~:text=Fossil%20fuels%20include%20petroleum%20</a></li> </ul> <p><b>YouTube videos on Climate Change:</b></p> <ul style="list-style-type: none"> <li>● Climate Change for Kids   A fun engaging introduction to climate change for kids - <a href="https://www.youtube.com/watch?v=WkvPdUtYhX8">https://www.youtube.com/watch?v=WkvPdUtYhX8</a></li> <li>● Climate Change for Kids Video - Global Warming (Learning Videos For Kids) - <a href="https://www.youtube.com/watch?v=4Lck8StPBtk">https://www.youtube.com/watch?v=4Lck8StPBtk</a></li> <li>• What is GLOBAL WARMING? Facts for Kids - <a href="https://www.youtube.com/watch?v=eZci9Sv1GzQ">https://www.youtube.com/watch?v=eZci9Sv1GzQ</a></li> </ul>
Section 4: Narrative Writing	L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3 W.NW.1.3 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7 SL.PI.1.4 SL.UM.1.5 SL.AS.1.6	<p>Students are using narrative writing to explore and understand climate change. By crafting their own imaginative stories, children create characters and scenarios that reflect environmental changes. A creative approach allows students to visualize the impact of climate change in a personal and relatable way. As they write and share their narratives, students not only reinforce their understanding of climate concepts but also develop their writing skills and ability to express ideas. This process can foster a deeper connection to environmental issues and encourages them to think about solutions and actions they can take, all while engaging in the joy of storytelling. Some of these activities can be used in conjunction with Social Studies where students will ask themselves, "What is a hero?"</p> <ul style="list-style-type: none"> <li>• <a href="#">George Saves the World by Lunchtime</a> book by Jo Readman <ul style="list-style-type: none"> <li>◦ <a href="#">Lesson plan</a> for the story - students will write short story about how</li> </ul> </li> </ul>

		<p>they can be a superhero</p> <ul style="list-style-type: none"> <li>• Nature Show and Tell lesson click <a href="#">here</a> <ul style="list-style-type: none"> <li>◦ Students can write a story using one of the show and tell objects - click <a href="#">here</a> for writing paper writing paper</li> </ul> </li> <li>• <a href="#">Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles</a> by Philippe Cousteau, Deborah Hopkinson, and Meilo So <ul style="list-style-type: none"> <li>◦ <a href="#">Lesson Plan</a> for the story - students will write a story about helping animals</li> </ul> </li> <li>• Real Life Connections - click <a href="#">here</a> to get a list of real life connections that students can write about</li> <li>• <a href="#">The Adventures of a Plastic Bottle: A Story About Recycling</a> by Alison Inches <ul style="list-style-type: none"> <li>◦ Students can create a story about their own plastic bottle</li> </ul> </li> <li>• Narrative Story Ideas - click <a href="#">here</a></li> <li>• Using some of the book choices above, encourage students to create characters who are involved in solving environmental problems. They can write stories about their characters' adventures in protecting the Earth.</li> </ul>
Section 5: Nonfiction and Informational Writing	L.WF.1.1 L.WF.1.2 L.WF.1.3 L.KL.1.1 L.VL.1.2 L.VI.1.3 W.AW.1.1 W.IW.1.2 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7 SL.PI.1.4	<p>Students can learn about climate change through nonfiction and informational writing activities that bring real-world concepts to life. By creating simple fact sheets and writing short, factual reports about environmental topics such as recycling, pollution, and the importance of trees, young learners gain a foundational understanding of climate change. These writing exercises help students process and articulate their knowledge in a clear and organized manner. Additionally, students engage in discussions and collaborative projects that reinforce their learning and foster a sense of responsibility. Through this approach to nonfiction writing, they not only build essential literacy skills but also develop a meaningful connection to the pressing issues of climate change, equipping them with the tools to advocate for a healthier planet. Students can use climate change activities in connection to Social Studies when they discuss "What makes a good citizen?" and "How can we help others?"</p>

	SL.UM.1.5 SL.AS.1.6	<ul style="list-style-type: none"> <li>● <a href="#">Where The Heart Is</a> by Irma Gold <ul style="list-style-type: none"> <li>○ <a href="#">Persuasive / Letter / Informational Writing</a> activities for this book about how people can help animals who are affected by human behaviors in relation to climate change.</li> </ul> </li> <li>● <a href="#">This Class Can Save The Planet</a> by Stacy Tornio <ul style="list-style-type: none"> <li>○ <a href="#">Activity guide</a> will provide you will writing activities, discussion questions, and more</li> <li>○ <a href="#">Writing Activity</a> - This activity provides a chance for students to write about how they will make changes to help the planet. There are 3 different worksheets for K-2 (which can also be used to differentiate)</li> <li>○ <a href="#">Vocabulary extension activity</a> - students will learn explore different vocabulary in the story and be able to give examples of the words</li> </ul> </li> <li>● Nature Show and Tell lesson click <a href="#">here</a> <ul style="list-style-type: none"> <li>○ Students can write 1 fact they learned about - click <a href="#">here</a> for writing paper</li> </ul> </li> <li>● Climate Change and Animal Survival Project - click <a href="#">here</a> <ul style="list-style-type: none"> <li>○ Project <a href="#">Rubric</a></li> </ul> </li> <li>● Understanding Climate Change lesson- Click <a href="#">here</a></li> </ul> <p><b>Additional writing activities:</b></p> <ul style="list-style-type: none"> <li>● Describe how trees and plants help keep the air clean and cool</li> <li>● Write about how animals are affected by changes in their homes due to climate change.</li> <li>● Give examples of how to save energy at home</li> <li>● Explain why some animals might need to move to new places because of changes in their environment.</li> <li>● Describe how climate change can affect the seasons</li> </ul>
--	------------------------	---