



Little Egg Harbor School District Curriculum Guide

English Language Arts: First Grade

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Revised on:	July 2024
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Ocean County 1st Grade English Language Arts (ELA) Curriculum	
Content Area: Language Arts	
Course Title: English Language Arts	Grade Level: 1
Unit 1: Reading (Literature)*	45 Days
Unit 2: Reading (Informational)*	45 Days
Unit 3: Writing**	45 Days
Unit 4: Language**	45 Days

*Reading literature and informational are expected to be spiraled through the units.

**Writing and Language units are expected to be ongoing throughout the school year.

Introduction

During the school year, teachers will systematically build and reinforce foundational skills. Each instructional unit provides emphasis on concepts of print, letter formation, phonological awareness, high frequency words, word analysis, and fluency. Teachers will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners. Benchmarks will allow the teacher to determine what needs to be

modeled during future mini-lessons and guided reading groups. Centers/Stations should be used as much as possible. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age.

Unit 1 Reading (Literature): Instructional focus will be on retelling stories, including key details, and demonstrate understanding of their central message or lesson. Students will describe characters, settings, and major events in a story, using key details. There is a focus on identifying words and phrases in stories or poems that suggest feelings or appeal to the senses. Students will explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types and use illustrations and details in a story to describe its characters, setting, or events.

Unit 2 Reading (Informational): Instructional focus will be on building a foundation; students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Unit 3 Writing: Instructional focus will be on writing instruction. Students learn all about narrative, informative, and opinion writing while also utilizing the writing process. First graders also begin to understand not only what they are writing, but why they are writing it. To help them better understand this, students learn about writing evaluation in first grade to constructively provide feedback on their own writing as well as pieces created by their peers. Another key area of instruction in first grade writing is English language conventions such as sentence structure, grammar, punctuation, proper capitalization, and more.

Unit 4 Language: Instructional focus will be on gaining control over many conventions of standard English grammar, usage, and mechanics, as well as learning other ways to use language to convey meaning effectively. Students will determine or clarify the meaning of grade-appropriate words encountered through listening and reading and developing an understanding of new words within context with prompting and support. The focus will be on acquiring new words with explanations that make understanding more concrete. Encountering new words with high frequency will be a focus.

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Unit 1: Reading (Literature)	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none">• RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).• RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).• RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.• RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	

- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

Supporting and Additional Standards

- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.CS.2:** Explain functions of common software and hardware components of computing systems.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.NI.4:** Explain why access to devices need to be secured.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- First grade anchor charts
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read

Other Assessments

Formative

- Wonders Assessments
- Foundations Assessments
- Heggerty
- IXL
- BrainPop
- Class Dojo
- Learning A-Z
- Epic! Books getepic.com

- Epic

- Close Reading Resources
- Scholastic
- Reading A-Z
- Exit slips (ex. circle the 2 words that rhyme)
- Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on back or with partner)
- Think Pair Share (ex. work with partner to count syllables)
- Turn and Talk
- 1, 2, 3 Response
- Third party online software such as :
 - Flipgrid
 - Kahoot
 - Unit Assessments

Summative

- Wonders Assessment
- Unit Assessments

Benchmark

- Aimsweb- Beginning, Middle and end of year assessments (non-graded)

Alternative

- Running Records
- Scholastic News
- BrainPop Jr. (ex. "Short Vowels")
- Third party software (not limited to):
 - Brain Pop Jr
 - Kahoot

Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why do we read? ● How does a student learn to read? ● How does understanding the structure of a genre help us to better comprehend what we read? ● Why is it important to think while you read? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Reading is a lifelong skill that enhances learning and provides enjoyment. ● Literature is a tool that expands our understanding of the world. ● Reading serves different purposes. ● Reading includes active listening and independent application of skills. ● Fiction follows a predictable structure that helps in comprehending what is read. ● Reading is a lifelong skill that enhances learning and provides enjoyment. ● Literature is a tool that expands our understanding of the world. ● Reading serves different purposes. ● Reading includes active listening and independent application of skills. ● Fiction follows a predictable structure that helps in comprehending what is read. 	<p>Unit Goals</p> <p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Ask and answer questions about key details in a story. ● Listen and retell a familiar story including a beginning, middle, and an end. ● Describe characters, setting, major events, and key details within a story. ● Identify who is telling the story at different points in a text. ● Identify words and phrases within a text that suggest feelings. ● Explain differences between fiction and books that give information through a wide variety of texts. ● Compare and contrast experiences of characters in stories. ● Use illustrations to describe characters, setting or events. ● Read grade level prose and poetry that is the appropriate complexity for grade one.
Instructional Plan	
Suggested Activities	Resources

Reading Skill: Literature

- Why do we read?
- Discuss with the class why you love reading.
- Begin an anchor chart of “Why we read.”
- Allow the students to contribute to this chart.

Reading Skill: Phonemic Awareness

-Use word cards to model building the word jog. Point to each card, say the sound, and then blend the word. Guide students to change one letter to spell log. Repeat to spell hog.

Say the word: The word is pop. I am going to think about the sounds I hear in pop.

-Connect Sound to Spellings: First, I will say the word slowly, pop. Next, I think about the first sound I hear. The first sound in pop is /p/. I know that the letter p stands for /p/. I will write p. (Repeat for remaining sounds)

-Students will write today’s dictation words in their Student Workbook.

When done, write the words and have partners check each other’s spelling for accuracy.

1. dog 2. hop 3. lot 4. kit

Materials:

- Wonders Materials
- Foundations
- Heggerty
- IXL
- BrainPOP
- Decodable Books
- Leveled Readers
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Magazine
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper
- Word cards

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for on-grade students:

- Partners (turn-and-talk, heterogenous,

homogenous)

- Word banks (ex. word wall with unit themed sight words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Foundations Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- Picture Books

- The Ocean County Library
- Third party online resources

Suggested Options for Differentiation

Multilingual Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction-
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group students according to ability or interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback

- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Core Instructional and Supplemental Materials:

- Wonders materials
- Foundations
- Heggerty
- IXL
- Learning A-Z
- Novels and Read Aloud books
- Decodable Books
- Interactive Reading cards

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Third party Technology resources :

- Kahoot
- Flipgrid
- Teachyourmonstertoread
- Brain pop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled text according to data
- Brain Pop jr
- Teacher created path

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled text according to data
- Brain Pop jr

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled text according to data
- Brain Pop jr
- District approved novels
- Comprehension Extension Activities (iReady teacher toolbox)
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Note/Reflections:

Unit 2 Reading (Informational):	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none">● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).● RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).	

- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

Supporting and Additional Standards

- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
 - A. Introduce an opinion.
 - B. Support the opinion with facts or other information and examples related to the topic.
 - C. Provide a conclusion.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.

- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - D. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - E. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - F. Ask questions to clear up any confusion about the topics and texts under discussion.
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- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that

are not shared with others.

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- **8.1.2.AP.4:** Break down a task into a sequence of steps.

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- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Evidence of Student Learning

Performance Tasks/Use of Technology

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- Open Ended Questions
- Observations
- First grade anchor charts
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read
 - Epic

Other Assessments

Formative

- Wonders Assessments
- Foundations Assessments
- Heggerty
- IXL
- BrainPop
- Class Dojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic
- Reading A-Z
- Exit slips (ex. circle the 2 words that rhyme)
- Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on

	<p>back or with partner)</p> <ul style="list-style-type: none"> ● Think Pair Share (ex. work with partner to count syllables) ● Turn and Talk ● 1, 2, 3 Response ● Third party online software such as : <ul style="list-style-type: none"> ○ Flipgrid ○ Kahoot ○ Unit Assessments <p>Summative</p> <ul style="list-style-type: none"> ● Wonders Assessment ● Unit Assessments <p>Benchmark</p> <ul style="list-style-type: none"> ● Aimsweb- Beginning, Middle and end of year assessments (non-graded) <p>Alternative</p> <ul style="list-style-type: none"> ● Running Records ● Scholastic News ● BrainPop Jr. (ex. “Short Vowels”) ● Third party software (not limited to): <ul style="list-style-type: none"> ○ Brain Pop Jr ○ Kahoot
Knowledge and Skills	
Content	Skills
Unit Essential Questions	Unit Goals <i>Students will be able to..</i>

<ul style="list-style-type: none"> • How does reading informational text help us understand our world? • How does understanding a genre's structure help us to better comprehend what we read? • Why is it important to think while you read? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading informational text expands our understanding of the world and its people. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Informational texts have specific features that aid in understanding. 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the main idea and retell key details of a topic. • Make connections between two events, ideas, or pieces of information in a text. • Ask and answer questions to determine/clarify meaning of words. • Know and effectively use various text features. • Use illustrations and details to describe key ideas. • Distinguish between information provided by pictures and information provided by words in a text. • Compare and contrast two texts on the same topic. • Identify the reasons authors give to support their points in a text. • Read informational texts that are appropriately complex for grade one.
Instructional Plan	
Suggested Activities	Resources
<p>Reading Skill: Informational Text</p> <ul style="list-style-type: none"> -Discuss the variety of informational texts available. Create an anchor chart to include all of the students' interests. -Pick a text and read it to the class. Stop frequently and discuss the facts along the way. -Ask and answer questions about key details in a text. -Identify the main idea and retell key details of a topic. -Make connections between two events, ideas, or pieces of information in a text. 	<p>Materials:</p> <ul style="list-style-type: none"> • Wonders Materials • Foundations • Heggerty • IXL • Decodable books • Leveled Readers • BrainPOP

-Ask and answer questions to determine/clarify meaning of words.

Reading Skill: Phonemic Awareness

-Blend Sounds Routine-Remind children that each syllable in a word has a vowel sound.

-Blend the syllables in the word shadow

-I am going to blend syllables together to say a word. First, listen as I say the syllables: shad*ow.

-Now I will put those syllables together: shad*ow, shadow. The word is shadow.

Have children blend the syllables in thirsty. Add movement by holding out the left palm for first syllable and right palm for second syllable.

Then clap as they blend the syllables to say the word.

-Your turn! I am thinking of a word. Listen as I say the syllables of the word: thir*sty.

-Now you put the syllables together to say the word. Thirsty

-Continue the routine and have children blend the syllables in the words below. Correct all errors.

throw*ing, throwing

shoe*lace, shoelace

thir*teen, thirteen

show*er, shower

thun*der, thunder

shov*el*ing, shoveling

***Mandate: Holocaust and genocide:** (N.J.S.A.18A:35-28) Read; [The Crayon Box That Talked](#)

I Do: Remind students that each one of us is special and unique. Display different kinds of boxes of crayons and discuss the different combinations of colors, sizes, labels, etc.

We Do: Read The Crayon Box That Talked, Ask and Answer questions

- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Digraph word sorts
- Anchor Charts
- Graphic organizer with sentence stems
- Word banks (ex. word wall with unit themed sight words)

Resources for students **approaching** grade level expectations:

- Highlighters (ex. highlight all the words with

such as

- *Why are the crayons saying disagreeable things to each other? Do they know why they do not like each other? Why do you think they are being mean to each other?*
- *Look carefully at the illustrations showing the faces on the crayons. How do you think each crayon is feeling about itself and the others?*
- *Why did the little girl buy the box of crayons? What did she do with the crayons?*
- *What happened to the colors as she worked on her drawing? How did the crayons feel after the little girl finished with the picture?*

They Do: With a partner, discuss *What did the crayons learn about being different? Are all people alike? What are some of the ways that we are different? How are we alike? What are some of the ways that our differences make us happier?*

beginning I-blends

- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- Picture Books
- Third party online resources

Suggested Options for Differentiation

Multilingual Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Teacher Modeling

- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Create Every Day with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: Jack Hartmann Digraph Songs on Youtube)
- Small Group Instruction-
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments

- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Core Instructional and Supplemental Materials

- Wonders materials
- Foundations

- Heggerty
- IXL
- Learning A-Z
- Novels and Read Aloud books
- Decodable Books
- Interactive Reading cards

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster
- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Third party Technology resources :

- Kahoot
- Flipgrid
- Teachyourmonstertoread
- Brain pop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled text according to data
- Brain Pop jr
- Teacher created path

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled text according to data
- Brain Pop jr

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled text according to data

- Brain Pop jr
- District approved novels
- Comprehension Extension Activities (iReady teacher toolbox)
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Note/Reflections:

Unit 3 Writing

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
 - Introduce an opinion.
 - Support the opinion with facts or other information and examples related to the topic.
 - Provide a conclusion.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
 - Introduce a topic.
 - Develop the topic with facts or other information and examples related to the topic.
 - Provide a conclusion.
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - Provide dialogue and/or description and details of experiences, events, or characters.
 - Use transitional words to manage the sequence of events.

D. Provide a reaction to the experiences or events.

- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
 - A. With prompts and support, identify audience and purpose before writing.
 - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Supporting and Additional Standards

- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.

- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

Primary Interdisciplinary Connections

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 - Unit Assessments

Summative

- Wonders Assessment
- Unit Assessments

Benchmark

- Aimsweb- Beginning, Middle and end of year assessments (non-graded)

Alternative

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- Scholastic News
- BrainPop Jr.
- Third party software (not limited to):
 - Brain Pop Jr
 - Kahoot

Knowledge and Skills

Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do I use writing to communicate my opinions and convince others? • Where do writers get their ideas? • What are the stories that I can draw, tell or write? • How do I organize my writing in order to teach others? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Opinion writing is a means to express ideas of importance and provide convincing evidence. • Writing can be expressed in several ways: <ol style="list-style-type: none"> 1. Drawing 2. Oral dictation 3. Written words 4. Digital media • Writers get their ideas for writing from their own personal exp • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Narrative writing is a means to share stories based on personal experiences. • Writers get their ideas from the world around them. 	<p>Unit Goals</p> <p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Introduce a topic. • Write an opinion. • Use linking words (i.e. because, and). • Provide reasons for opinion. • Provide a sense of closure. • Revise work (i.e. add detail, sequence, word choice). • Edit work (i.e. punctuation, spacing, spelling). • Utilize digital media to publish their writing. • Determine a topic. • Write about events in sequential order. • Incorporate some details in their writing. • Provide a sense of closure that includes a reaction, such as feelings or thoughts. • Revise work (i.e. add detail, sequence, word choice). • Edit work (i.e. punctuation, spacing, spelling). • Utilize digital tools to publish their writing.
Instructional Plan	
Suggested Activities	Resources
<p>Writing Skill: -“Cheerio Box” lesson adapted from Smekens Education</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Wonders Materials

Website (“The Power of Physical Triggers: Compare the Functions of Essential Writing Skills to Everyday Objects”)

-Show the students a box of Cheerios. *Looking at the box, what kind of cereal is this? How do you know? The “title” on the box tells the eater what to expect. They know, ‘if I open this box, I’m only going to get Cheerios.’ Now think about if this cereal box was actually your writing. Whatever topic you pick, everything inside should match. “Don’t throw in a Fruit-Loop sentence when you told the reader you would be writing about Cheerios.”*

-Show the students a sample of your opinion writing related to Unit 3: The Underwater World. Include a detail that is off topic. Read the writing aloud one time. Reread, stopping to think aloud: *hmmm, do all of my details pass “The Cheerio Test”?* Lead students to discover which idea should be removed.

-Give students a practice page with 3 short writing samples related to Unit 3: The Underwater World. Each should include one extraneous detail. Read the samples with the students' whole group, or break into partners. Have students color the detail which is off-topic and discuss why.

-Students will think about a time when they were treated unfairly. How did you try to change what happened? Teacher will share a time he/she was treated unfairly. Introduce vocabulary words such as disability, diversity, perseverance/determination.

-Students should make predictions about the story by looking at the front cover and reading the title. Read [All the Way to the Top](#) by Annette Bay Pimentel. During reading, stop and have students turn and talk about characters, setting and different events in the story.

-Draw your favorite part of the story and share with the class.

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- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Decodable Books
- Leveled Readers
- Close Reading Resources
- Scholastic Magazine
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper
- Word cards
- Read Aloud

As Appropriate:

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Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)

Be sure to tell why that is your favorite part.

- Word banks (ex. word wall with unit themed sight words)
- First Grade Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Foundations Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful links / online resources

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- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Underwater World with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily (ex. Best Books for First Grade)
- Choral Reading
- Chants, Songs (ex: Nessy Reading Strategy video on Youtube-Gang of 3)
- Small Group Instruction-
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions

- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
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- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with multisyllabic words)
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Classroom Visuals (Vowel Valley, Sound Walls)
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- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
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- One On One Instruction

Core Instructional and Supplemental Materials

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- Kahoot
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Supplemental Texts for Students Approaching Grade Level Expectations

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Supplemental Texts for Students Exceeding Grade Level Expectations

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- Brain Pop jr
- District approved novels
- Comprehension Extension Activities (iReady teacher toolbox)
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Notes/Reflection:

Unit 4 Language

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

- B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
-
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

 - **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.

 - **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).

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

- **L.VI.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. 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).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.

Supporting and Additional Standards

- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's

lives in a place or region.

- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.CS.2:** Explain functions of common software and hardware components of computing systems.
- **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- **8.1.2.NI.4:** Explain why access to devices need to be secured.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- First grade anchor charts
- Third party vendors & websites such as:

Other Assessments

Formative

- Wonders Assessments
- Foundations Assessments
- Heggerty
- IXL

- Kahoot
- Flipgrid
- Starfall
- Teach Your Monster to Read
- Epic

- BrainPop
- Class Dojo
- Learning A-Z
- Epic! Books getepic.com
- Decodable Books
- Close Reading Resources
- Scholastic
- Reading A-Z
- Exit slips
- Peer/Self Assessments
- Think Pair Share
- Turn and Talk
- 1, 2, 3 Response
- Third party online software such as :
 - Flipgrid
 - Kahoot
 - Unit Assessments

Summative

- Wonders Assessment
- Unit Assessments

Benchmark

- Aimsweb Beginning, Middle and end of year (non-graded)

Alternative

- Running Records
- Scholastic News
- BrainPop Jr. (ex. "Short Vowels")
- Third party software (not limited to):
 - Brain Pop Jr

- Kahoot

Knowledge and Skills

Content

Unit Essential Questions

- How do the rules of language affect communication?
- How does having command of the English language affect our daily lives?
- Why is being an active listener important?
- How do we speak so that others understand our message?

Enduring Understandings

- Command of the English language is important when speaking and writing.
- Rules and conventions help readers and writers understand what is being communicated.
- There is a structure that governs language, which allows us to communicate our message clearly.
- Active listening helps us to navigate and understand our world.

Skills

Unit Goals

Students will be able to..

- Print all upper and lower case letters.
- Use common, proper and possessive nouns.
- Use singular and plural nouns with matching verbs.
- Use personal, possessive, and indefinite pronouns.
- Capitalize dates and names of people.
- Use end punctuation in sentences.
- Use conventional spelling for common patterns and grade level sight words.
- Spell new words phonetically.
- Use context clues to gain meaning of new words.
- Use common affixes as a clue to the meaning of unknown words.
- Identify common root words and their inflectional endings.
- Participate in conversations with diverse partners in small and large groups.
- Follow agreed upon rules for discussion.
- Build on others' talk in conversation by responding to the comments of others.
- Ask questions to clear up confusion about topics or texts under discussion.
- Ask and answer questions about key details in a read aloud, information presented orally, or through other media.
- Describe clearly people, places, things, and events with relevant details.

- Add drawings/visuals when appropriate to clarify ideas, thoughts and feelings.
- Produce complex sentences.

Instructional Plan

Suggested Activities

Reading Skill: Phonemic Awareness

-“Segment Phonemes”

-Segment the sounds in the word complain.

-I am going to break the word complain into its sounds.

-What sounds do I hear in complain? /k/ /o/ /m/ /p/ /l/ /a/ /n/

-Have children segment the sounds in the word rainbow.

-Listen carefully as I say a word: rainbow.

-Now you say the sounds you hear in rainbow. /r/ /a/ /n/ /b/ /o/.

-Now use the routine and have children segment the sounds in the words below. Correct all errors.

rail, /r/ /a/ /l/

drains, /d/ /r/ /a/ /n/ /z/

raisin, /r/ /a/ /s/ /i/ /n/

paint, /p/ /a/ /n/ /t/

excite, /e/ /k/ /s/ /i/ /t/

recess, /r/ /e/ /s/ /e/ /s/

Reading Skill: Ask and Answer Questions

Lesson: Using Text from [Nonfiction Book List](#)

-Today we will practice asking and answering questions using a KWL chart. First we will write what we already know about the topic . Then we will write a question we hope to find the answer to in the book. Finally, we will write some new facts that we learned to answer our question.

Resources

Materials:

- Wonders Materials
- Foundations
- Heggerty
- IXL
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Decodable Books
- Leveled Readers
- Close Reading Resources
- Scholastic: Let's Find Out
- Reading A-Z
- Engaging story
- Crayons and markers
- Paper

As Appropriate:

- Boom Cards
- VB-Mapp
- ASLLS-R
- Science of Reading (Tara West)
- Prodigy
- Teach Your Monster

-Give students their own KWL chart and work together to fill out K. Read the book and model thinking aloud to ask questions. Stop during the book for students to fill out W about a particular page.

-Add the answer to the L column using what they learned in the book.

Engage: Before the lesson mix up two cups of water, one with regular water and another that looks disgusting (mix in dirt, plastic, paper, etc.). Ask students which one would be safe to drink? Why? Ask students how water in our environment can get dirty. Tell them that we all need clean water, air and land to live on. If we do not take care of our air, water and land, it might not be usable for everyone. Tell students that today we will learn about how water can be affected by pollution and how we can keep it clean.

Explore: 1. Arrange students into four groups.

2. Fill four plastic containers 3/4 full of water.

3. Students can add trash to the water (oil, paper, plastic and dirt).

4. Students record and illustrate changes to the water after each item is added, for example the dirt makes the water muddy, the oil floats on top, the paper falls apart into tiny pieces, plastic floats at the top, etc.

5. Ask students for ideas on how it can be cleaned up.

6. Use tongs to remove large pieces of trash.

7. Filter the water into a new container to remove more trash.

8. Ask students if they have removed all the pollution. (Some, but not all.)

9. Since it is hard to remove all the pollution, brainstorm ways to prevent that water from being polluted in the first place.

- Edmark Reading Program
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Digraph word sorts
- Anchor Charts
- Graphic organizer with sentence stems
- Word banks (ex. word wall with unit themed sight words)

Resources for students **approaching** grade level expectations:

- Highlighters (ex. highlight all the words with beginning I-blends)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in ny teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops

Explain: Watch the Generation Genius Reducing Our Impact on Earth video as a group. Facilitate a conversation using the discussion questions. Students will turn and talk with partners to discuss questions. Discuss the vocabulary words: problem and solution.

Vocabulary: Create a Frayer Model/4 Square using important vocabulary such as *pollution, recycle, environment*.

Elaborate: Students create a poster for the school highlighting the 3R's. Posters should show the recycling symbol to look for and include drawings and labels of what items should be recycled (paper, glass, plastic, aluminum cans). Students will share their posters with the class.

- ELMO Document Reader
- Picture Books
- Third party online resources

Suggested Options for Differentiation

Multilingual Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson(ex: words from the theme Neighborhoods with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson

- Teacher Reads Aloud Daily (ex. Best Books for First Grade)
- Choral Reading
- Chants, Songs (ex. long and short vowels on Scratch Garden website)
- Small Group Instruction-
- Flexible Grouping
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