

Crest Memorial School Curriculum and Pacing Guide	
Grade: First Grade	Subject Area: ELA- Reading
Adoption Date: August 29, 2024	Revision Date: August 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.2.TL.2

9.4.2.TL.6

21st Century Skills

9.4.2.CT.3
9.4.2.IML.4

Career Education

9.1.2.CAP.1
9.2.5.CAP.1

Interdisciplinary Connection

2-LS4-1

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary

	<ul style="list-style-type: none"> ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Think, pair, share ● Teacher Observation ● Classroom discussion
Summative	<ul style="list-style-type: none"> ● Oral reading fluency assessment ● Placement Assessment Records
Benchmark	<ul style="list-style-type: none"> ● MAP Testing (fall, winter, spring) ● F&P Testing (fall, winter, spring)
Alternative	<ul style="list-style-type: none"> ● Centers ● Journals

Pacing Guide

Unit 1: The Classroom Community (Fiction, NonFiction and Poetry)	22 Days
Unit 2: Focus on Making Connections (Fiction and Poetry)	14 Days
Unit 3: Focus on Retelling (Fiction)	14 Days
Unit 4: Focus on Visualizing (Poetry and Fiction)	20 Days
Unit 5: Focus on Wondering (Fiction and Nonfiction)	20 Days
Unit 6: Focus on Making Connections (Nonfiction and Fiction)	15 Days
Unit 7: Focus on Wondering (Nonfiction and Poetry)	20 Days
Unit 8: Focus on Using Text Features (Nonfiction, Fiction and Poetry)	25 Days

Unit Learning Goals: Unit 1

Students will learn how to work and create a caring environment conducive to learning
Students will develop an enjoyment to reading fiction, nonfiction and poetry

Core Instructional Materials

- Read aloud texts
- Collaborative Classroom Learning Portal

Supplemental Materials

- Student Response Book
- Writing/Journal Notebook
- Handwriting Book
- Vocabulary
- Charts
- IXL
- Reading Eggs
- Leveled Literacy Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Introduce what it means to be part of a Classroom Community <li style="padding-left: 20px;">Develop procedures for gathering <li style="padding-left: 20px;">Introduction to text to self connections 	SL.PE.1.1.	<ul style="list-style-type: none"> ●Teacher will model how to gather on the rug ●Teacher will explain what it means to be part of a Classroom Community ● Students will listen part to a book- <i>This Is The Way We Go To School</i> ● Students will discuss the story and Teacher will model how to make a Self to Text Connection
<ul style="list-style-type: none"> ● Day 2: Practice self management and discipline procedures. <li style="padding-left: 20px;">Listen to and discuss the structure of a story part. 	SL.II.1.2.	<ul style="list-style-type: none"> ●Teacher will review Classroom Rules to gathering on the rug ● Students will be introduced to the <i>Things We Do When We Are Working Together</i> chart and discuss working responsibly ● Teacher will review the first part of the story read yesterday and read aloud the second part ● Students will make a class Chart- <i>Ways We Come To School</i>
<ul style="list-style-type: none"> ● Day 3: Listen to and discuss the structure of a story, read and sort student name cards and make text to self connections 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Review the book- <i>This Is The Way We Go To School</i> and explain the purpose of rereading ● Review the <i>Way We Go To School</i> chart ● Discuss and make text to self connections ● Students will identify and read their name cards
<ul style="list-style-type: none"> ● Day 4: Read high frequency words to build word recognition skills 	L.RF.1.3.	<ul style="list-style-type: none"> ● Introduce students to High Frequency Word Wall ●Review the classroom community and introduce “New Friends” poem written on a chart ●Discuss the poem and make text to self connections
<ul style="list-style-type: none"> ● Day 5: Discuss the the concept of rhyming 	L.RF.1.3.	<ul style="list-style-type: none"> ●Introduce “Turn to your Partner”

and identify rhyming words to build phonological awareness		<ul style="list-style-type: none"> ● Review high frequency words on the word wall ● Introduce rhyming words in the poem “New Friends”
<ul style="list-style-type: none"> ● Day 6: Develop relationship and communication skills by using “Turn to your Partner” 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Review high frequency words ● Introduce <i>Alma and How she Got Her Name</i> ● Read story aloud, and ask “Turn to Your Partner” questions throughout the story
<ul style="list-style-type: none"> ● Day 8: Discuss who is telling the story to informally explore point of view 	RL.PP.1.5.	<ul style="list-style-type: none"> ● Review working responsibility ● Review high frequency words on the word wall ● Reread <i>Alma and How She Got Her Name</i> and discuss who is telling the story to help introduce and explore point of view
<ul style="list-style-type: none"> ● Day 9: Develop the relationship between rhyming and phonological awareness 	L.RF.1.3.	<ul style="list-style-type: none"> ● Review high frequency words ● Introduce Shared Reading ● Introduce and sing <i>Willaby Wallaby Woo</i> ● Read name cards as a class and play a rhyming name game with <i>Willaby Wallaby Woo</i>
<ul style="list-style-type: none"> ● Day 10: Develop the relationship between rhyming and phonological awareness 	L.RF.1.3.	<ul style="list-style-type: none"> ● Review high frequency words ● Introduce Choral Reading using the pointer to reread <i>Willaby Wallaby Woo</i> ● Review and play the rhyming name game
<ul style="list-style-type: none"> ● Day 11: Develop and build letter and word recognition skills 	L.RF.1.3.	<ul style="list-style-type: none"> ● Review high frequency words ● Review and play the name rhyming game ● Review the alphabet and sort and group names cards by their first letter
<ul style="list-style-type: none"> ● Day 13: Listen to and discuss a nonfiction book to build comprehension and develop an 	RI.CI.1.2.	<ul style="list-style-type: none"> ● Review high frequency words on the word wall

enjoyment of reading		<ul style="list-style-type: none"> ● Listen to, discuss and make a text to self connection to the book <i>Places in my Neighborhood</i>
<ul style="list-style-type: none"> ● Day 14: Build self-awareness and confidence by student's sharing their own thinking 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Review listening responsibly ● Review book <i>Places in My Neighborhood</i> ● Discuss and make text to self connections ● Students use think, pair, share to discuss the book
<ul style="list-style-type: none"> ● Day 15: Discuss who is telling a story to informally explore points of view 	RL.PP.1.5.	<ul style="list-style-type: none"> ● Review high frequency words ● Introduce <i>Flower Garden</i>, read story aloud and have students make text to self connections ● Explore point of view with question- <i>Who is telling this part of the story? How do you know?</i>- Turn to your partner and discuss ● Introduce and use new vocabulary- <i>pedestrian and passenger</i>
<ul style="list-style-type: none"> ● Day 16: Echo and Chorally read part of a story to build concepts of print and oral fluency 	L.RF.1.1. L.RF.1.2.	<ul style="list-style-type: none"> ● Review high frequency words ● Review and reread <i>Flower Garden</i> ● Introduce Echo Reading- practice echo reading the first part of <i>Flower Garden</i> ● Review Choral Reading- practice choral reading <i>Flower Garden</i> ● Introduce and use new vocabulary- <i>eager and assortment</i>
<ul style="list-style-type: none"> ● Day 17: Count words and rebuild a line from a story to develop letter-and word- recognition 	L.RF.1.1. L.RF.1.2.	<ul style="list-style-type: none"> ● Review high frequency words ● Review and reread with teacher using pointer <i>Flower Garden</i> ● Discuss word what sentences are and words are separated by a space ● Students will rebuild a line from the story using a sentence strip ● Review and practice this weeks words- <i>passenger- pedestrian- eager and assortment</i>
<ul style="list-style-type: none"> ● Day 18: Listen to and discuss a Fable to build comprehension and reading enjoyment 	RL.CI.1.2.	<ul style="list-style-type: none"> ● Review high frequency words ● Introduced, read aloud and discuss the fable <i>It's Mine</i>

		<ul style="list-style-type: none"> ● Students will identify the setting ● Students will be introduced to hand strengthening activities to help develop gross motor skills- (Where is Thumbkin? And The Train is Coming- song) ● Introduce new vocabulary- <i>quarrel and rumble</i>
●Day 19: Discuss the message in a Fable to create meaning from the text	RL.CI.1.2.	<ul style="list-style-type: none"> ● Review high frequency words ● Review what type of literature a Fable is, reread and discuss with “Turn to your Partner” questions ● discuss the message in <i>It’s Mine</i> ● Introduce and review vocabulary- <i>tremble and peaceful</i>
●Day 20: Discuss the message in a Fable to create meaning from the text	RL.CI.1.2.	<ul style="list-style-type: none"> ● Review working responsibly ● Introduce a new Fable- <i>Seven Blind Mice</i> ● Discuss the stories message with “turn to your partner” questions ● Review and practice using this weeks new vocabulary words (<i>quarrel, rumble, tremble and peaceful</i>)
●Day 21: Rebuild part of a fable to develop word recognition, fluency and sequencing skills	RI.IT.1.3.	<ul style="list-style-type: none"> ● Students share what they remember about <i>Seven Blind Mice</i> ● Echo read from the big book ● Choral read as a group using premade sentence strips to practice first, second, third sequencing ● Students will rebuild part of the Fable
●Day 22: Rebuild part of a fable to develop word recognition, fluency and sequencing skills	RI.IT.1.3.	<ul style="list-style-type: none"> ● Students review <i>Seven Blind Mice</i> ● Echo read from the big book ● Choral read as a group using premade sentence strips to practice fourth, fifth, sixth and seventh sequencing ● Students will rebuild the second part of <i>Seven Blind Mice</i> ● Find high frequency words in the fable <i>Seven</i>

		<i>Blind Mice</i>
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Inclusive concepts
The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

Unit Learning Goals- Unit 2
Students will make self to text connections Students will build phonological awareness and oral fluency

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Student Response Book ● Writing/Journal Notebook ● Handwriting Book ● Vocabulary ● Charts ● IXL ● Reading Eggs ● Leveled Literacy Library

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Use illustrations and details from a story to describe characters' feeling 	RI.PP.1.5. RI.PP.1.6.	<ul style="list-style-type: none"> ● Introduce <i>Matthew and Tilly</i>, listen to and discuss ● Discuss character's feelings ● Learn procedures for IDR ● Read independently ● Learn and practice the pincer pencil grip

<ul style="list-style-type: none"> ● Day 2: Discuss a stories message to create meaning from text 	SL.PI.1.4.	<ul style="list-style-type: none"> ● Listen to and discuss part of <i>Matthew and Tilly</i> ● Make a self to text connection ● Discuss the stories message ● Identify the pronoun- they ● Read independently- IDR ● Pick a vocabulary word and visualize- share with partner (<i>quarrel, rumble, tremble and peaceful</i>)
<ul style="list-style-type: none"> ● Day 3: Read independently to build motivation for and develop a love for reading 	L.RF.1.4.	<ul style="list-style-type: none"> ● Introduce and sing - <i>Make New Friends</i> ● Discuss the meaning with “Turn to your partner”- share with class ● Chorally read the song from the chart ● Select a book for IDR- read independently ● Introduce new vocabulary- <i>accuse and crabby</i> ● Introduce Synonyms- Begin Synonym Chart ● Introduce suffix -er
<ul style="list-style-type: none"> ● Day 4: Read independently to build motivation for and develop a love for reading 	L.RF.1.4.	<ul style="list-style-type: none"> ● Chorally and Echo read <i>Make New Friends</i> ● Identify and discuss rhyming words in the song ● Review vocabulary words- <i>accuse and crabby</i> ● Introduce new vocabulary words- <i>stomp and wonder</i> (discuss Shades of Meaning) ● Read independently- IDR
<ul style="list-style-type: none"> ● Day 5: Rebuild the lines of a song to develop word recognition, fluency and sequencing skills 	RL.CI.1.2.	<ul style="list-style-type: none"> ● Reread <i>Make New Friends</i> ● Rebuild the lines of the song using sentence strips and pocket chart ● Chorally read the song on the pocket chart with partners ● Review vocabulary words from the week (<i>accuse, crabby, stomp and wonder</i>) ● Read Independently- IDR
<ul style="list-style-type: none"> ● Day 6: Read independently to build motivation for and develop a love for reading 	L.RF.1.4.	<ul style="list-style-type: none"> ● Introduce the story <i>McDuff and Baby</i>, read and discuss with Turn to your partner questions

		<ul style="list-style-type: none"> ● Introduced to their Tool Boxes ● Review procedure for choosing books from a bin ● Read independently- IDR ● Practice stretching fingers, pincer grip and begin using whiteboards for handwriting practices
<ul style="list-style-type: none"> ● Day 7: Discuss, draw and write about a text to self connection relating a story to their own lives to develop a deeper understanding of a story 	W.NW.1.3.	<ul style="list-style-type: none"> ● Review the story- <i>McDuff and the Baby</i> ● Make text to self connections ● Resource Book Page 1- draw and write about a text to self connection- share with class ● Introduce new vocabulary- <i>arrive and admire</i>
<ul style="list-style-type: none"> ● Day 8: Read independently to build motivation for and develop a love for reading 	L.RF.1.4.	<ul style="list-style-type: none"> ● Introduce <i>Over in the Meadow</i> ● Read aloud and discuss the story ● Introduce new vocabulary- <i>squint and indulge</i> ● Review vocabulary- <i>arrive and admire</i> ● Introduce Inflectional ending- <i>ing</i> ● Read independently- IDR
<ul style="list-style-type: none"> ● Day 9: Identify and discuss rhyming words to build phonological awareness 	L.RF.1.2.	<ul style="list-style-type: none"> ● Reread - <i>Over in the Meadow</i> ● Discuss the story and identify rhyming words ● Play a rhyming game- write rhyming words on whiteboards with partners ● Review and practice this weeks vocabulary words- play "What might you say or do?" ● Read Independently- IDR
<ul style="list-style-type: none"> ● Day 10: Act out parts of a story to build comprehension by relating real life actions with printed words 	L.VI.1.3.	<ul style="list-style-type: none"> ● Introduce, read and discuss the story <i>Chrysanthemum</i> ● Compare the experiences of characters in the story ● Make a text to text connection ● Handwriting Book Pages 1-3: review pencil grip, trace lines and complete a maze ● Read Independently- IDR (share a part of their book with their partners)
<ul style="list-style-type: none"> ● Day11: Make text to text connections to compare and contrast characters in stories 	RI.IT.1.3.	<ul style="list-style-type: none"> ● Review, discuss and reread the story- <i>Chrysanthemum</i>

		<ul style="list-style-type: none"> ●Introduce “What Good Readers Do” Chart (add Make Connections-Text to Self) ●Make text to self connections as a class ●Draw and write about a text to self connection with one of the characters ●Introduce new vocabulary- <i>miserable and possession</i> ●Read Independently- IDR
<ul style="list-style-type: none"> ● Day 12: Discuss a stories message to create meaning from a text 	L.VI.1.3.	<ul style="list-style-type: none"> ●Chorally read <i>Bippity Boppity Bumblebee</i> ●Review clapping out Syllables ● Sort student name cards by number of syllables ●Review the story message(Rhyming and Syllables) ●Introduce new vocabulary- <i>humorous and beam</i> (review synonyms and words with multiple meanings) ● Read Independently- IDR
<ul style="list-style-type: none"> ● Day 13: Clap on and count syllables in words to help them hear and identify units of sound in words 	L.RF.1.1. L.RF.1.2.	<ul style="list-style-type: none"> ●Shared Reading- listen to and chorally read the poem <i>Bippity Boppity Bumblebee</i> ●Clap on and count out syllables in the poem word by word ●Introduce new vocabulary- <i>miserable and possession</i> ●Read Independently- IDR
<ul style="list-style-type: none"> ● Day 14: Clap on and count syllables in words to help them hear and identify units of sound in words 	L.RF.1.1. L.RF.1.2.	<ul style="list-style-type: none"> ●Shared Reading- Listen to and discuss the poem - <i>Kitty Caught a Caterpillar</i> ●Clap out syllables in the poem, add 2 syllable words to a Chart ●Review and use this week’s vocabulary words (humorous, beam, miserable and possession) ● Read Independently- IDR

Inclusive concepts

The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

Unit Learning Goals- Unit 3

Students will focus on Retelling a Fiction Story
 Students will learn the procedure for choosing “The Just-Right Book”

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Student Response Book ● Writing/Journal Notebook ● Handwriting Book ● Vocabulary ● Charts ● IXL ● Reading Eggs ● Leveled Literacy Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Learn a procedure for choosing “Just -Right Books” to gain independence for selecting books 	LR.F.1.4.	<ul style="list-style-type: none"> ● Students will be introduced to the procedure for choosing their “Just-Right Book” ● Teacher will model choosing a “ Just-Right Book” ● Introduced to “ Choosing the Just-Right Book Chart” ● Choose a book, read independently and reflect ● Handwriting-
<ul style="list-style-type: none"> ● Day 2: Listen to a story to build comprehension Explore how illustrations can support 	L.KL.1.1.	<ul style="list-style-type: none"> ● Introduce the book - <i>The Stray Dog</i> ● Teacher reads, asks questions and students discuss the story

the text to create meaning for the reader		<ul style="list-style-type: none"> ● Explore illustrations in the story ● Independent Reading- IDR (“ The Just-Right Book” ●Vocabulary-
<ul style="list-style-type: none"> ● Day 3:Retell a story to deepen the story meaning for the reader 	L.RF.1.4.	<ul style="list-style-type: none"> ● Introduce and model retelling-<i>The Stray Dog</i> ● Use illustrations to retell the story ● Draw and write about favorite part of <i>The Stray Dog</i> ● Independent Reading- IDR ●Vocabulary-
<ul style="list-style-type: none"> ● Day 4: Listen to and discuss a poem to develop comprehension Discuss who is telling the poem to informally explore points of view 	SL.PE.1.1. RI.AA.1.7.	<ul style="list-style-type: none"> ● Introduce and read <i>My Dog’s First Poem</i> from chart ● Echo and chorally read the poem ● Discuss the dog’s point of view ● Independent Reading- IDR ●Vocabulary-
<ul style="list-style-type: none"> ● Day 5: Identify and discuss rhyming words to build phonological awareness 	L.RF.1.1. L.RF.1.2.	<ul style="list-style-type: none"> ● Review <i>My Dog’s First Poem</i> from chart ● Identify and write rhyming words from the poem on chart paper ● Introduce the rhyming game- “ What word makes sense?” ● Read Independently- IDR ● Vocabulary-
<ul style="list-style-type: none"> ● Day 6: Learn the purpose and procedure for conferring about books 	L.KL.1.1.	<ul style="list-style-type: none"> ● Review the purpose for IDR ● Introduce, describe and model IDR Conferencing ● Students will read independently ● Teacher will begin conferencing with 1 child each day ●Vocabulary-
<ul style="list-style-type: none"> ● Day 7: Use retelling to understand and enjoy texts read independently 	SL.II.1.2. RI.CI.1.2.	<ul style="list-style-type: none"> ● Review speaking clearly and why it is important ● Introduce “ Things We Do When We Are Working Together” Chart , <i>add- We speak clearly so others can hear</i> to the chart ● Introduce, read and discuss the book- <i>An Extraordinary Egg</i> (Use Think, Pair and Share

		<p>for discussion)</p> <ul style="list-style-type: none"> ●IDR with a partner- practice retelling part of their story using illustrations ●Vocabulary- Review previously taught words
<ul style="list-style-type: none"> ● Day 8: Draw and write about their favorite part of the story to gain a deeper understanding of the story message 	SL.UM.1.5.	<ul style="list-style-type: none"> ● Retell the story- <i>An Extraordinary Egg</i> in pairs ● Teacher will model drawing and writing about a favorite event in the story ● Students will then draw and write about their favorite part- Student Response Book- page 4 ● Share and discuss their work with partners and class ●Vocabulary- Learn and use <i>Ordinary and Extraordinary</i>. Identify Antonyms and add to Antonym Chart
<ul style="list-style-type: none"> ● Day 9:Clap on and count syllables to help them hear and identify units of sound in words 	L.RF.1.3.	<ul style="list-style-type: none"> ● Introduce revisiting texts ● Read and discuss the story- <i>Flower Garden</i> ● Echo read and Clap on and Count Syllables ● IDR- followed by retelling using illustrations with partners ● Vocabulary- Review <i>Ordinary and Extraordinary</i> and Introduce and use <i>accurate and inaccurate</i>
<ul style="list-style-type: none"> ● Day 10: Identify and discuss a pattern in a story to build fluency and develop word recognition 	L.VI.1.2. L.VI.1.3.	<ul style="list-style-type: none"> ● Revisit- <i>Over in the Meadow</i> ● Discuss the story with “Think, pair, share” questions with partners ● Identify and discuss the story pattern ● Chorally read and reflect on revisiting texts ● IDR ● Vocabulary- Review and practice using this week’s wordsL
<ul style="list-style-type: none"> ● Day 11: Make text to text connections to compare and contrast characters in a story 	L.VI.1.3.	<ul style="list-style-type: none"> ● Introduce students to- Sharing their partners thinking ● Introduce, read and discuss- <i>Fritz and the Beautiful Horses</i> ● Add - “Text to Text” connection on the “ What Readers Do” Chart ● Teacher models making a Text to Text

		<p>connection about the story- Students make a Text to Text connection as a class</p> <ul style="list-style-type: none"> ● IDR ● Vocabulary- Review and practice using this week's words
<ul style="list-style-type: none"> ● Day 12: Draw and write about events from beginning, middle and end of a story to develop an understanding of story structure 	RL.TS.1.4.	<ul style="list-style-type: none"> ● Review retelling and add to the "What Readers Do" Chart ● Listen to and discuss the story again ● Retell the story using beginning, middle and end sequencing words ● Draw and write about the events of the story ● Vocabulary- Review previously taught words
<ul style="list-style-type: none"> ● Day 13: Use sequence words to retell a story in the order that it happened 	L.VI.1.3. RI.CI.1.2.	<ul style="list-style-type: none"> ● Discuss and retell the story <i>Fritz and the Beautiful Horses</i> ● Use sequence words to retell story events ● As a class, fill in 3 chart papers labeled Beginning- Middle- End with ordered events ● IDR ● Vocabulary- Learn and use <i>Splendid and Glossy</i> - Discuss the Suffix /y/
<ul style="list-style-type: none"> ● Day 14: Discuss Alliteration to informally explore and author's craft 	L.KL.1.1.	<ul style="list-style-type: none"> ● Chorally read poem- <i>Kitty Caught a Caterpillar</i> ● Introduce Alliteration in the poem ● Echo read the poem and listen for Alliteration ● Reflect on working responsibility during IDR ● Vocabulary- Review <i>splendid and glossy</i> Introduce and use <i>stumble and dependable</i> Review Inflection- ing
<ul style="list-style-type: none"> ● Day 15: Explore poetry readers and revisit familiar poems to increase engagement and build reading confidence 	L.VL.1.2.	<ul style="list-style-type: none"> ● Revisit familiar poems ● Use Poetry Folders with partners to practice reading, retelling and identifying Alliteration ● IDR ● Vocabulary- Review and practice using this weeks words

Inclusive concepts

The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

Unit Learning Goals- Unit 4

Students will visualize to enjoy and understand poems and stories
Students will read independently for enjoyment

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Read aloud texts• Collaborative Classroom Learning Portal	<ul style="list-style-type: none">• Student Response Book• Writing/Journal Notebook• Handwriting Book• Vocabulary• Charts• IXL• Reading Eggs• Leveled Literacy Library

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none">• Day 1: Learn a procedure and practice for self monitoring to check for accuracy and understanding	L.RF.1.4. RL.CR.1.1.	<ul style="list-style-type: none">• Introduced to the procedure for and practice self- monitoring (introduce -Thinking About My Reading Chart with Before, While and Reading directions)• Read independently- IDR• Self monitor• Handwriting- Letter Formation U V W- Whole class lesson
<ul style="list-style-type: none">• Day 2: Identify sensory details in a poem to	L.VI.1.2.	<ul style="list-style-type: none">• Introduce the poem- <i>Sliding Board</i>

<p>build comprehension and to informally explore an author's craft</p>	<p>L.VI.1.3.</p>	<ul style="list-style-type: none"> ● Teacher reads the poem aloud and students visualize ● Discuss sensory details in the poem ● Read with partner and reflect on self monitoring ● Vocabulary- review previously learned words
<ul style="list-style-type: none"> ● Day 3: Draw a mental image to deepen their understanding of a poem 	<p>L.VI.1.3.</p>	<ul style="list-style-type: none"> ● Introduce, listen to and visualize the poem- <i>School bus</i> ● Draw and write about mental images from the poem. Complete Student Resource book- page 6 ● Share work with partners ● Read Independently-IDR ● Vocabulary- New words <i>glide and thrilling</i>
<ul style="list-style-type: none"> ● Day 4: Echo and Chorally read to build concepts and oral fluency 	<p>L.VI.1.2.</p>	<ul style="list-style-type: none"> ● Revisit the poem <i>Sliding Board</i> ● Echo and choral read from Chart ● Read independently while self - monitoring ● Reflect on self monitoring and add to <i>What Good Readers Do</i>- chart (Self monitor for understanding) ● Vocabulary- Review <i>glide and thrilling</i>. Learn <i>commute and stuffed</i>
<ul style="list-style-type: none"> ● Day 5: Chorally read a poem to build concepts of print and oral fluency Compare 2 poems 	<p>RI.IT.1.3.</p>	<ul style="list-style-type: none"> ● Chorally read <i>Sliding Board</i> from the chart ● Chorally read <i>Sliding Board</i> from their own copy to be placed into their Poetry Folders ● Read the poem with partner ● Vocabulary-Review and practice this week's words ● Compare <i>Sliding Board</i> and <i>School Bus</i>
<ul style="list-style-type: none"> ● Day 6: Read independently and self-monitor to check for accuracy and comprehension 	<p>L.RF.1.1.</p>	<ul style="list-style-type: none"> ● Introduce <i>Sheep Out to Eat</i> ● Read aloud and discuss with class asking "Turn to your Partner" questions ● Students will read independently during IDR and practice self-monitoring ● Handwriting- learn and practice letter formation for a,d,g

<ul style="list-style-type: none"> ● Day 7: Listen to part of a story again and visualize to develop a deeper understanding of the stories characters and events 	RI.PP.1.5.	<ul style="list-style-type: none"> ● Review <i>Sheep out to Eat</i> ● Practice visualizing while teacher rereads parts of the story ● Discuss what they visualized with partners ● Read Independently- IDR ● Vocabulary- Review previously taught words by drawing and writing about vocabulary words
<ul style="list-style-type: none"> ● Day 8: Identify words that help them visualize to gain a better understanding of the story 	RI.IT.1.3.	<ul style="list-style-type: none"> ●Teacher will model visualizing while reading independently- Use pages 18-19 in the book <i>Fritz and the Beautiful Horses</i> ●Students will visualizing while reading independently ● Share and discuss what they visualized with their partners ● Vocabulary- Introduce and use new words <i>appetite and chomp</i>
<ul style="list-style-type: none"> ● Day 9: Listen to and discuss a poem to build comprehension and develop and enjoyment for reading 	L.KL.1.1. L.KL.1.2.	<ul style="list-style-type: none"> ●Introduce the poem- <i>Hippopotamus Stew</i> ● Share a few illustrations of hippos on the smart board ● Read the poem aloud from the chart, discuss, reflect on listening ● Share visualizations with partners and class ● Vocabulary- Review <i>chomp and appetite</i> Introduce and use new vocabulary- <i>commotion and pout</i> (discuss inflectional ending /s/)
<ul style="list-style-type: none"> ● Day 10: Rebuild a poem to develop word recognition, fluency and sequencing skills 	RL.CI.1.2.	<ul style="list-style-type: none"> ●Review -<i>Hippopotamus Stew</i> ●Echo and chorally read the poem ● Rebuild the poem using premade sentences strips and pocket chart ● Add <i>Hippopotamus Stew</i> to Poetry Readers ● Vocabulary- Review and practice this week’s words
<ul style="list-style-type: none"> ● Day 11:Identify sensory details in the poem to informally explore author’s craft Listen to and visualize a poem to build comprehension and enjoyment 	L.KL.1.1.	<ul style="list-style-type: none"> ●Review visualizing and add to the “What Readers Do “ Chart ● Introduce, read and build background knowledge of “In the Winter Meadow”

		<ul style="list-style-type: none"> ● Discuss the sensory details in the poem ● Read Independently-IDR ● Handwriting- review and practice forming the lowercase letters u,v,w,a,d and g
<ul style="list-style-type: none"> ● Day 12: Draw, write about, and share their mental images to deepen their understanding on the text 	L.WF.1.3.	<ul style="list-style-type: none"> ● Review visualizing while reading independently ● Teacher models thinking out loud and writing about a part of the story(pages 22-23) <i>Sheep Out to Eat</i>- then draw a quick sketch of mental image ● Independent Reading- followed by completing Student Response Book page 9 (Writing and drawing about a part of their IDR book) ● Share and discuss work ● Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 13: Describe and write about an object using sensory details to develop an understanding of author's craft 	W.AW.1.1. L.WF.1.3.	<ul style="list-style-type: none"> ● Review sensory details using the chart of the poems - <i>Sliding Board and In a Winter Meadow</i> ● Introduce writing about Popcorn using sensory details- Complete a Sensory Detail Chart- looks-feels-sounds-smells-taste, as a class ● Student Response Book- Page 10 ● IDR- Self Monitoring Practice ● Vocabulary- Introduce and use <i>scurry and dart</i>
<ul style="list-style-type: none"> ● Day 14: Identify and discuss the pattern in the book to understand text structure 	L.RF.1.4.	<ul style="list-style-type: none"> ● Introduce the book- <i>When Winter Comes</i>- and build background knowledge ● While reading, students try and identify a story pattern ● Discuss patterns with partners ● Read independently and visualize ● Vocabulary- Review <i>scurry and dart</i>. Introduced and use <i>wilt and wonder</i> and review inflectional ending /ed/

<ul style="list-style-type: none"> ● Day 15: Discuss Figurative Language in the book to informally explore author's craft 	L.VI.1.3.	<ul style="list-style-type: none"> ●Review, read again and discuss the figurative language in the book- <i>When Winter Comes</i> ●Make a chart of the figurative language in the story ● Read Independently- IDR ● Vocabulary- Review and practice using this week's words
<ul style="list-style-type: none"> ● Day 16: Practice self-discipline and build social awareness by listening carefully 	SL.PE.1.1.	<ul style="list-style-type: none"> ●Introduce the book <i>The Snowy Day</i> ●Discuss the story with "Think, Pair,Share" questions with partner ● Read Independently, practice self-monitoring and visualizing ●Handwriting- ending punctuations ? and !
<ul style="list-style-type: none"> ● Day 17: Draw and write about their mental images as a way to deepen their understanding of a story 	SL.UM.1.5. W.RW.1.7.	<ul style="list-style-type: none"> ●Review, reread and visualize the book-<i>The Snowy Day</i> ●Discuss questions with partner using "Think, Pair ,Share" ●Teacher models drawing and writing about mental images using page 5 in the book ●Students complete page 11 in Student Response Book. Share work with class ●Read Independently-IDR ● Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 18: build social awareness by acting in a caring way 	SL.PE.1.1.	<ul style="list-style-type: none"> ●Review visualizing while IDR ●Share what they visualized and discuss mental images with class ●Reflect on working together ●Vocabulary- Introduce and use <i>frigid and heaping</i> ●
<ul style="list-style-type: none"> ● Day 19: Echo and chorally read the poem to build concepts of print and oral fluency 	L.VI.1.3.	<ul style="list-style-type: none"> ● Teacher reads to the poem-<i>Listen</i> ● Students visualize and discuss with partners ● Echo read the poem 2 lines at a time ● Chorally read the poem 2 lines at a time ●Discuss the poem

		<ul style="list-style-type: none"> • IDR • Vocabulary- Review <i>frigid and heaping</i>. Introduce and use <i>firm and adventure</i>. REview suffix-/er/
<ul style="list-style-type: none"> • Day 20: Introduced and discuss Onomatopoeia in the poem to explore author's craft 	L.RF.1.2. L.RF.1.4. L.VI.1.3.	<ul style="list-style-type: none"> • Review the poem-<i>Listen</i> • Read the poem as a class and identify the sound words -onomatopoeia • Chorally read <i>Listen</i> from individual copies and add to Poetry Readers • IDR • Vocabulary- Review and practice this weeks words

Inclusive concepts

The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

Unit Learning Goals- Unit 5

Students will use Wondering to understand fiction and non-fiction stories
 Students will refer to the text to determine whether the things they wondered were explained

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • Student Response Book • Writing/Journal Notebook • Handwriting Book • Vocabulary • Charts • IXL • Reading Eggs • Leveled Literacy Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Wonder and make predictions about the story to build comprehension Refer to the text to support their thinking 	L.KL.1.1.	<ul style="list-style-type: none"> ● Introduce <i>The Frog Who Wanted to See the Sea</i> ● Introduce and model <i>Wondering-</i> with the premade wondering chart ● Read part of the story aloud and wonder as a class ● discuss the first part of the story and make predictions for the second part of the story ● IDR ● Handwriting- Learn and practice forming the lowercase letters e, f and q
<ul style="list-style-type: none"> ● Day 2: Revisit predictions to check for understanding 	L.KL.1.1.	<ul style="list-style-type: none"> ● Review wondering questions about <i>The Frog Who Wanted to See the Sea</i> ● Review predictions ● Retell the first part of the story ● Read the rest of the story and add wondering questions to the chart ● IDR ● Vocabulary- Review previously learned words. Draw and write about vocabulary words
<ul style="list-style-type: none"> ● Day 3: discuss their “ I Wonder “ statements to establish a purpose for reading and check for understanding 	RL.CR.1.1.	<ul style="list-style-type: none"> ● Retell the story <i>The Frog Who Wanted to See the Sea</i> ● Review wonder questions and predictions ● Read Independently- IDR ● Vocabulary- Learn and use <i>zip and vanish</i>. Review words with multiple meanings
<ul style="list-style-type: none"> ● Day 4: Identify and discuss the pattern in a story to understand text structure 	RI.MF.1.6. L.VI.1.3.	<ul style="list-style-type: none"> ● Introduce new book- <i>One Duck Stuck</i> ● Make predictions about the story from looking at the cover ● Read, discuss and participate in turn to your partner questions ● Reflect on sharing and being responsible ● IDR ● Vocabulary- Review <i>zip and vanish</i>. Learn

		and use <i>unseen and terrified</i>
<ul style="list-style-type: none"> ● Day 5: Chorally read parts of the story with attention to punctuation to build concepts of print and oral fluency 	L.RF.1.4.	<ul style="list-style-type: none"> ● Review <i>One Duck Stuck</i> ● Identify and discuss punctuation marks / ? ! / ● Chorally read the story with attention to punctuation ● Reflect on the importance of reading with expression ● IDR ● Vocabulary- Review and practice using this week's words
<ul style="list-style-type: none"> ● Day 6: Listen to and discuss parts of a legend to build comprehension and develop an enjoyment of reading 	SL.PI.1.4.	<ul style="list-style-type: none"> ● Introduce the legend- The Story of Jumping Mouse ● Discuss parts of the legend ● Wonder about the legend ● Refer back to the text to support thinking ● Handwriting- Learn and practice letter formation r, n and m
<ul style="list-style-type: none"> ● Day 7: Wonder about the legend to build engagement and establish a purpose for reading 	SL.PI.1.4.	<ul style="list-style-type: none"> ● Read aloud for guided strategy practice ● Listen to and discuss parts of the legend - <i>The Story of Jumping Mouse</i> ● Wonder about the legend, make text to text connections ● Refer to the text to support thinking and discussion ● IDR ● Vocabulary- Review previously taught words
<ul style="list-style-type: none"> ● Day 8: Write about what they wonder to develop a deeper understanding about what they are reading 	SL.UM.1.5. W.NW.1.3.	<ul style="list-style-type: none"> ● Independent strategy practice ● Read Independently and wonder ● Write about what was wondered ● Share wondering work with partners and then class ● Vocabulary- Learn and use <i>exhausted and great</i>. Review using context to determine word meaning

<ul style="list-style-type: none"> ● Day 9: Listen to and discuss a poem to build comprehension and develop an enjoyment of reading 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Shared Reading- Introduce and read- <i>Mice</i> ● Visualize as teacher reads- Think, Pair, Share questions with partner ● Echo and Chorally read poem from chart ● Discuss poem, reflect on visualizing ● Read with a partner, reflect on visualizing and wonder ● Share wondering questions with class ● Vocabulary- Review <i>exhausted and great</i>. Learn and use <i>generous and reappear</i>
<ul style="list-style-type: none"> ● Day 10: Chorally read a poem to build concepts of print and oral fluency 	L.RF.1.4.	<ul style="list-style-type: none"> ● Review participating responsibility ● Chorally read the poem-<i>Mice</i> from their own copy, visualize and add poem to their Poetry Folder ● As a class, explore rhyming words in the poem <i>Mice</i> ● IDR ● Vocabulary- Review and practice tis weeks words
<ul style="list-style-type: none"> ● Day 11: Develop relationship and communication skills by sharing and explaining their thinking 	SL.PE.1.1. SL.II.1.2.	<ul style="list-style-type: none"> ● Guided Strategy Practice ● Introduce narrative nonfiction- <i>Biblioburro</i> ● Explain the setting and give background information for the story ● Create a Wonder chart ● Read the story aloud and wonder throughout the story ● discuss the story with “Turn to your partner” questions ● IDR ● Handwriting- Review and practice writing words and sentences
<ul style="list-style-type: none"> ● Day 12: Discuss their “I wonder” statements to establish a purpose for reading and check for understanding 	SL.AS.1.6.	<ul style="list-style-type: none"> ● Review the narrative nonfiction- <i>Biblioburro</i> ● Discuss yesterday’s wonder statements and add to the chart ● Introduce “An Author’s Note”- and explain its purpose ● Watch a video about Luis Soriano’s life and discuss

		<ul style="list-style-type: none"> ● IDR ●Vocabulary- Review previously taught words
<ul style="list-style-type: none"> ● Day 13: Refer to their IDR books to support their thinking 	SL.AS.1.6.	<ul style="list-style-type: none"> ● Independent Strategy Practice ● Review Wondering independently ● Read Independently- mark places in their book where questions come to mind for Wondering ● Share what they are wondering with partners- I am Wondering ● Vocabulary- Learn and use <i>remote and enrich</i>. Review the inflectional ending <i>-es/</i>
<ul style="list-style-type: none"> ● Day 14: Read independently to build motivation for and develop an enjoyment of reading 	L.RF.1.4.	<ul style="list-style-type: none"> ●Shared Reading Practice ●Introduce and read the poem- <i>When You Can Read</i>- from the chart ●Discuss the meaning of the poem- make connections ● Echo and Chorally read poem ● Share favorite part with partner ●IDR ●Vocabulary-Review <i>remote and enrich</i>. Learn and use <i>inconvenient and convenient</i> ● Review prefix <i>-in/</i> and antonyms. Add to Antonym chart
<ul style="list-style-type: none"> ● Day 15: Identify rhyming words to build phonological awareness 	L.VI.1.3.	<ul style="list-style-type: none"> ●Shared Reading ● Reread <i>When You Can Read</i>- from the chart ●Chorally read the poem, identify rhyming words ● discuss the repetition in the poem ● IDR ● Vocabulary- Review and practice using this week's words
<ul style="list-style-type: none"> ● Day 16: Wonder and write about the text to build engagement and establish a purpose for reading 	W.NW.1.3.	<ul style="list-style-type: none"> ●Introduce <i>-Emanuel's Dream-</i> and build background knowledge ●Create a Wondering chart after looking at the cover and hearing background information ●Read part of the story aloud and discuss

		<ul style="list-style-type: none"> ● Students will write what they are still wondering in their Student Response books page 13 ● Share their work with class ● IDR ● Handwriting- Learn and practice lowercase letters h,b and p
<ul style="list-style-type: none"> ● Day 17: Listen and discuss part of a narrative nonfiction text to build comprehension and develop an enjoyment for reading 	SL.PE.1.1. SL.PI.1.4. SL.AS.1.6.	<ul style="list-style-type: none"> ● Listen and discuss part of the nonfiction text-<i>Emanuel's Dream</i> ● Continue wondering and referring back to the text to support thinking ● IDR- mark pages with sticky note for wondering questions ● Watch a video of Emanuel Yeboah real life ● Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 18: Make text to self connections to relate the text to their own lives 	RI.CT.1.8.	<ul style="list-style-type: none"> ● Discuss a common theme across texts- <i>The Frog Who Wanted to See the Sea, The Story of Jumping Mouse, Biblioburro and Emmanuel's Dream.</i> ● Make text to text connections ● Refer to the text to support thinking ● Draw and write about a self to text connection- Student Response book- page 14 ● Vocabulary- Learn and use lunge and earn
<ul style="list-style-type: none"> ● Day 19: Explore how illustration can support the text to create meaning for readers 	RI.PP.1.5.	<ul style="list-style-type: none"> ● Introduce and read the book- <i>No Two Alike</i> ● Discuss how the illustrations help the story ● Echo read. On each page look carefully at how the illustrations and words give meaning ● Draw and write about favorite part. Share with class ● IDR ● Vocabulary- Review lunge and earn. Learn and use train and persuade. Review words with multiple meanings. Add to Synonym Chart
<ul style="list-style-type: none"> ● Day 20: Discuss Typography to explore an 	RI.MF.1.6.	<ul style="list-style-type: none"> ● Review -<i>No Two Alike</i>

author's craft		<ul style="list-style-type: none"> ● Echo read and discuss Italics and Ellipses ● Chorally read the story with expression ● IDR ● Vocabulary- Use and practice this week's vocabulary words
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Inclusive concepts

The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

Unit Learning Goals- Unit 6

Students will make connections with nonfiction stories about people who work in communities (doctors, trash collectors, construction workers)
 Students will explore punctuation, beat, personification and contractions in familiar texts

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Student Response Book ● Writing/Journal Notebook ● Handwriting Book ● Vocabulary ● Charts ● IXL ● Reading Eggs ● Leveled Literacy Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Discuss information learned from a nonfiction book to confirm understanding about a topic 	RL.IT.1.3. RI.AA.1.7. RI.CR.1.1.	<ul style="list-style-type: none"> ● Discuss what a Community is- Make a Community Chart ● Introduce a nonfiction book- <i>Doctors Help-</i>

		<p>brainstorm what they know about doctors</p> <ul style="list-style-type: none"> ● Listen to the book and discuss using “Turn to your partner “ questions ●IDR- Choose a nonfiction book to read independently ● Handwriting- Learn and practice lowercase letters j and y
<ul style="list-style-type: none"> ● Day 2: Discuss information learned from a picture in a nonfiction book to confirm understanding about a topic 	RI.MF.1.6.	<ul style="list-style-type: none"> ●Listen to parts of the nonfiction book- <i>Doctors Help</i> again ●Discuss information learned from a picture in the book ● Make text to self connections ● IDR- Read independently and self monitor ●Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 3: Write about their text to self connection to strengthen their understanding of a topic 	L.WF.1.3.	<ul style="list-style-type: none"> ●Introduce making Text to Self connections and acting in caring ways during independent reading ● Model making a Text to Self Connection with a nonfiction book- <i>Using your Senses</i> ● Students choose a nonfiction book, sticky notes and read independently to make connections for 15 minutes. ● Share their Text to Self connections with partners ●Write about Text to Self connections in Student Response Book- page 15 ● Vocabulary- Learn and use healthy and unhealthy. Review suffix /y/ and prefix /un/
<ul style="list-style-type: none"> ● Day 4: Echo and Chorally read with attention to punctuation to build concepts of print and oral fluency 	L.RF.1.4.	<ul style="list-style-type: none"> ●Big Book Review- Revisit familiar books- <i>When winter comes and No Two Alike</i> ● Review ,Echo and Chorally read both books ● IDR- Make connections as they read to their own life ● Vocabulary- Review <i>healthy and unhealthy</i>.

		Learn and use <i>patient and prevent</i> .
<ul style="list-style-type: none"> • Day 5: Use illustrations to understand events in a story 	RL.MF.1.6.	<ul style="list-style-type: none"> •Big Book Review- Revisit <i>One Duck Stuck, When Winter Comes and No Two Alike</i> • Read and discuss illustrations throughout the story using “Turn to your partner” questions •Partner read the big books for IDR • Vocabulary- Review and practice reading this week’s words
<ul style="list-style-type: none"> • Day 6: Discuss information learned from a book to confirm understanding and build knowledge about a topic 	RL.IT1.3.	<ul style="list-style-type: none"> •Introduce the nonfiction book- <i>A Day in the Life of a Garbage Collector</i> •Read the book, discuss and begin creating a Chart- <i>Information from A Day in the Life of a Garbage Collector</i>- with facts they learned •Discuss the book and make connections • IDR- Self Monitoring •Share connections made during IDR reading with partner •As a class, Create a Timeline of Rick’s Day •Handwriting- Lean and practice forming lowercase letters x,z and k
<ul style="list-style-type: none"> • Day 7: Listen to and discuss a chapter from a nonfiction book to build comprehension and develop an enjoyment for reading 	RI.CT.1.8.	<ul style="list-style-type: none"> • Review <i>A Day in the Life of a Garbage Collector</i> • Introduce- <i>Trash Collectors</i>- from the book-<i>People Who Help</i> • Read this chapter aloud, discuss with “Turn to your partner” questions •Create Chart- <i>Information we Learned from Trash Collectors</i> •IDR- self monitor •Vocabulary- Draw and write about vocabulary words previously learned
<ul style="list-style-type: none"> • Day 8: Compare and contrast two nonfiction texts to develop the ability to think critically about texts on the same topic 	RI.IT.1.3.	<ul style="list-style-type: none"> •Review the texts about Trash Collectors •Compare the information in the texts using the Charts started this week

		<ul style="list-style-type: none"> ● Write and draw about ways Garbage Collectors help communities- Student Response Book- Page 16 ● Share with class ●IDR- nonfiction book making self to text connections ●Vocabulary- Learn and use <i>collect and inspect</i>. Introduce the suffix /or/
<ul style="list-style-type: none"> ● Day 9: Discuss the Beat in a poem to informally explore an author's craft 	SL.PE.1.1.	<ul style="list-style-type: none"> ●Review the importance of revisiting familiar texts ●Review and read the poem - <i>Listen</i> ●Introduce the meaning of a beat in a poem or song and how it affects the fluency ● Echo and Chorally read the poem with attention to the beat ●IDR- with their partners ●Vocabulary- Review <i>collect and inspect</i>. Learn and use <i>dump and landfill</i>.
<ul style="list-style-type: none"> ● Day 10: Chorally read familiar poems to increase engagement and build confidence 	L.VL.1.2. L.VI.1.3.	<ul style="list-style-type: none"> ●Chorally read familiar poems as a class -<i>Hippopotamus Stew, Listen, Mice and When You Can Read</i>- using pointer and Charts ●Read poems with partners using Poetry Readers ●IDR- Self Monitoring ● Vocabulary- Review and practice using this week's words
<ul style="list-style-type: none"> ● Day 11:Discuss information learned from a nonfiction book to confirm understanding about a topic 	RI.AA.1.7.	<ul style="list-style-type: none"> ●Introduce nonfiction book- <i>Construction Workers Help</i> and share background knowledge ●Read aloud, discuss with "Think, Pair, Share" questions with partners ● Read a nonfiction book independently and make connections ● Handwriting- Review and practice writing words and sentences

<ul style="list-style-type: none"> ● Day 12: Discuss a common topic in several nonfiction texts to develop a deeper understanding of the topic 	RI.CT.1.8.	<ul style="list-style-type: none"> ●Review books about Community Helpers -<i>Contraction Workers Help, People Who Help, A Day in the Life of a Garbage Collector, Doctor's Help</i> ●Make Text to World Connections ●Model drawing and writing about a community helper ● Students will write and draw about a community helper- Student Response Book- page 17 ●Share with the class ● Vocabulary-Review previously learned words
<ul style="list-style-type: none"> ● Day 13: Build Social Awareness by acting in a caring way 	SL.PE.1.1.	<ul style="list-style-type: none"> ●Review making connections- Text to Text, Text to Self ●IDR- Practice Self Monitoring, Visualizing and making connections ●Vocabulary- Learn and use <i>construction and architect</i>. Review Synonyms and add to synonym chart
<ul style="list-style-type: none"> ● Day 14: Listen to and discuss a poem to build comprehension and develop an enjoyment of reading 	L.VL.1.2.	<ul style="list-style-type: none"> ●Share and build background knowledge about the poem <i>Bulldozer</i> ●"Think, Pair ,Share- What do you know about bulldozers? ●Read poem aloud and discuss ●Introduce the meaning of Personification, why the author uses this, and how it affects the poem ●Echo and chorally reread the poem ● IDR- think about an interesting page, picture or part of their book they would like to share at the end of IDR ●Vocabulary- Review <i>construct and architect</i> . Learn and use <i>excavate and operate</i>
<ul style="list-style-type: none"> ● Day 15:Identify and discuss contractions in 	L.VI.1.3.	<ul style="list-style-type: none"> ●Review the poem <i>Bulldozer</i>

the poem to build word recognition skills	L.WF.1.3.	<ul style="list-style-type: none"> ● Introduce contractions- isn't and can't ● Identify and discuss contractions from the poem, create a Contraction Chart ● Chorally read the poem with partners using their individual copies and add to their Poetry Readers ● IDR ● Vocabulary- Review and practice using this week's words
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Inclusive concepts

The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

Unit Learning Goals- Unit 7

Students will use wondering to help understand nonfiction texts about an animal's life
 During IDR, the students will wonder and identify topics they read during nonfiction texts

Core Instructional Materials

- Read aloud texts
- Collaborative Classroom Learning Portal

Supplemental Materials

- Student Response Book
- Writing/Journal Notebook
- Handwriting Book
- Vocabulary
- Charts
- IXL
- Reading Eggs
- Leveled Literacy Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Listen to and discuss part of a nonfiction book to build comprehension and develop an enjoyment of reading 	SL.PE.1.1.	<ul style="list-style-type: none"> Introduce the topic of Animal Changes Review Wondering and introduce the nonfiction book- <i>A House Spider's Life</i>- (use wondering chart) Read and discuss part of the book- add to the wondering chart IDR- Practice Self Monitoring and Just Right Book Handwriting- Practice forming Capital letter- W, V and Z
<ul style="list-style-type: none"> Day 2: Wonder about the topic of the book to build engagement and establish a purpose for reading 	SL.PE.1.1. SL.PL.1.4.	<ul style="list-style-type: none"> Review the first part of-<i>A House Spider's Life</i> Read the rest of the book aloud Discuss the book with "Turn to your partner" questions Add to our wondering chart about Spiders Discuss how house spiders change Vocabulary- Review previously learned words
<ul style="list-style-type: none"> Day 3: Reread and identify information learned to build knowledge about topics 	L.RF.1.4.	<ul style="list-style-type: none"> Students choose their own nonfiction book from their toolboxes Teacher models Wondering before reading the book Students wonder about their book, read independently (mark with sticky not where they stopped reading) and then share information they learned with partners and then class Vocabulary- Learn and use <i>multiple and risky</i>. Review antonyms and add to Antonym Chart
<ul style="list-style-type: none"> Day 4: Discuss information they learned from the book to confirm understanding and build knowledge about a topic 	L.VI.1.3. RI.CI.1.2.	<ul style="list-style-type: none"> Review information we learned about House Spiders Introduce and share background knowledge for "<i>Bugs For Lunch</i>" use "Think-Pair-Share" questions

		<ul style="list-style-type: none"> ● Read the book aloud without stopping ● Read the book with stopping using “Turn to your partner” questions ● As a class, discuss the book ● IDR(nonfiction book)- Self Monitoring ●Vocabulary- Review <i>multiple and risky</i>. Learn and use <i>locate and munch</i>.
<ul style="list-style-type: none"> ● Day 5: Echo and Chorally read the book to build concepts of print and oral fluency 	<p>L.RF.1.2. L.RF.1.3. L.RF.1.4.</p>	<ul style="list-style-type: none"> ● Review - “<i>Bugs For Lunch</i>” ● Reread and discuss ● Echo and Chorally read ● Introduce the “More About Bugs for Lunch” ● Discuss information in the text and illustrations ● IDR ● Vocabulary- Review and practice using this week’s words
<ul style="list-style-type: none"> ● Day 6: Wonder and identify information learned while reading to build knowledge and engagement 	<p>L.VI.1.3.</p>	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction book-<i>A Butterflies Lifecycle</i> ● Wonder about the topic of the book ● Discuss information learned with class and partner ● IDR- focus on wondering and sharing
<ul style="list-style-type: none"> ● Day 7: Watch and discuss a video to learn about a topic from another source 	<p>W.WR.1.5. W.SE.1.6. SL.II.1.2.</p>	<ul style="list-style-type: none"> ● Watch and discuss a video- <i>From Egg to Butterfly</i> ● Discuss information learned with partner ● IDR- choose nonfiction books from the classroom library about Butterflies and Caterpillars- Write 2 facts they learned and illustrate- share with class ●Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 8: Reread and identify and write about information learned to build knowledge about topics 	<p>L.WF.1.3.</p>	<ul style="list-style-type: none"> ● Read independently ● Wonder about topics of nonfiction books, mark pages with a sticky note ● Write -” I Wonder” statements about one of the pages from their book and illustrate

		<ul style="list-style-type: none"> ● Student Response book- page 18 ● Share with class ● Vocabulary- Learn and use <i>cycle and hover</i> Discuss the suffix- <i>less</i>
<ul style="list-style-type: none"> ● Day 9: Develop communication skills by contributing ideas that are different from other people's ideas 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Listen to and discuss the poem-<i>Caterpillars</i> from the chart ● Make a text to text connection ● Echo and Chorally read the poem ● "Think-Pair-Share" questions reflecting on contributing different ideas ● IDR- Self Monitor ● Vocabulary- Review <i>cycle and hover</i>. Learn and use <i>migrate and journey</i>
<ul style="list-style-type: none"> ● Day 10: Rebuild a poem to develop word recognition, fluency and sequencing skills 	RL.CI.1.2.	<ul style="list-style-type: none"> ● Review the poem- <i>Caterpillars</i> ● Chorally read the poem from the pocket chart ● Rebuild the poem using sentence strips as a class ● Reread the poem from their own copy with partners then add to their Poetry Folders ● IDR ● Vocabulary- Review and practice this week's words
<ul style="list-style-type: none"> ● Day 11: Develop communication skills by repeating what they heard their partner say 	SL.ES.1.3.	<ul style="list-style-type: none"> ● Introduce the nonfiction book- <i>An Elephant Grown Up</i>- with the wondering chart ● Read the first part of the book aloud ● "Think-Pair-Share" questions to discuss what the students learned and wondered ● Share what their partners said to the class ● IDR
<ul style="list-style-type: none"> ● Day 12: Write about and share what they learned and still wonder to build knowledge and curiosity about the topic 	SL.AS.1.6. L.WF.1.3.	<ul style="list-style-type: none"> ● Review the first part of-<i>An Elephant Grown Up</i> ● Read the rest of the book aloud ● Discuss and share what was learned and is still being wondered ● Write and illustrate what they are still wondering about Elephants and one thing they

		<p>learned- illustrate</p> <ul style="list-style-type: none"> ● Share with the class ● IDR ● Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 13: Wonder about topics of nonfiction books to build engagement and establish a purpose for reading 	<p>L.KL.1.1. SL.II.1.2.</p>	<ul style="list-style-type: none"> ● Teacher models wondering about topics of other nonfiction books ● Students share their wondering questions with partners ● Teacher makes a list of topics on a chart ● IDR- nonfiction books. Use sticky notes to mark where they stop reading after 10-15 min ● Share information learned from the nonfiction book with the class ● Vocabulary- Learn and use <i>popular and gather</i>
<ul style="list-style-type: none"> ● Day 14: Read independently to build motivation for and develop enjoyment of reading 	<p>L.RF.1.4.</p>	<ul style="list-style-type: none"> ● Review how we get ready and listen ● Teacher introduces the book- <i>A Pig Is Big</i> ● Read the book aloud, discuss the book with “Turn to your partner” questions ● IDR- share what they read with their partners ● Vocabulary- Review <i>popular and gather</i>. Learn and use <i>vegetation and remain</i>
<ul style="list-style-type: none"> ● Day 15: Identify contractions in a book to build word recognition skills 	<p>L.WF.1.3.</p>	<ul style="list-style-type: none"> ● Review -<i>A Pig Is Big</i> ● Reread the book and discuss the pattern in the book ● Review contractions- not-n’t and is- ‘s ● Identify and review contractions in the book <i>A Pig Is Big</i> ● Chorally read the questions in the book ● Vocabulary-Review and practice using this week’s words
<ul style="list-style-type: none"> ● Day 16: Discuss information they learned from the book to build knowledge and the topic 	<p>SL.PE.1.1.</p>	<ul style="list-style-type: none"> ● Introduce the nonfiction book- <i>A Turtle’s Life Cycle</i>- with a wondering chart ● Read the book aloud ● Discuss what they learned and still are

		<p>wondering- add to the wondering chart</p> <ul style="list-style-type: none"> ● Read independently- learn and wonder ● Share the topic of their book and one wondering question with their partners and then the class
<ul style="list-style-type: none"> ● Day 17: Read independently to build motivation for and develop an enjoyment of reading 	L.RF.1.4.	<ul style="list-style-type: none"> ● Review the importance of listening and working respectfully ● Introduce-” Ways Animal Change Chart” ● Discuss how turtles change and their life cycle ● Add details and facts to the chart about Turtles, Spiders, Caterpillars and Elephants ● IDR- choose nonfiction books about animals and how they change ● Vocabulary- Review previously learned words. Draw and write about vocabulary words.
<ul style="list-style-type: none"> ● Day 18: Draw and write about something they learned about animal change to develop deeper understanding of the topic 	W.RW.1.7. SL.UM.1.5.	<ul style="list-style-type: none"> ● Review <i>The Ways Animals Change Chart</i> ● Teacher models drawing and writing about how an animal changes and grows ● Students draw and write about how animals grow and change- Student Response book- page 20 ● Share their work with class ● IDR ● Vocabulary- Learn and use <i>inactive and hibernate</i>. Review prefix-in
<ul style="list-style-type: none"> ● Day 19: Listen to and discuss a poem to build comprehension and develop a joy for reading 	SL.PP.1.1. SL.AS.1.6.	<ul style="list-style-type: none"> ● Teacher introduces the poem- <i>The Little Turtle- read aloud from the chart</i> ● Students Echo and Chorally read from the chart ● Students will act out the poem with hand motions. Discuss how the hand motions help understand and the enjoyment of the poem ● IDR ● Vocabulary- Review <i>inactive and hibernate</i>. Learn and use <i>restart and snap</i>.

<ul style="list-style-type: none"> • Day 20: Echo and chorally read a poem to build concepts of print and oral fluency 	L.RF.1.1. L.RF.1.2. L.RF.1.4.	<ul style="list-style-type: none"> • Review- <i>The Little Turtle</i>- read aloud from the chart • Echo and Chorally read the poem as a class • Students take turns reading stanzas • Practice using hand motions • Read poem with partners using their own copy- then add to their Poetry Folder • Vocabulary- Review and practice using this week's words
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Inclusive concepts
<p>The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.</p>

Unit Learning Goals- Unit 8
<p>Students will listen to and discuss expository nonfiction books and use text features to locate information in books and build knowledge about topics</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • Student Response Book • Writing/Journal Notebook • Handwriting Book • Vocabulary • Charts • IXL • Reading Eggs • Leveled Literacy Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Use table of contents and chapter 	RI.TS.1.4.	<ul style="list-style-type: none"> • Listen to and discuss a nonfiction book-

titles to preview the book and make predictions	RI.MF.1.6.	<p><i>Seeds</i></p> <ul style="list-style-type: none"> • Used text features • Discuss information learned from the book • Read independently and self monitor
<ul style="list-style-type: none"> • Day 2: Use bold type, a glossary, photographs, labels, and an index to locate information in the book and build knowledge about a topic 	RI.PP.1.5. RI.TS.1.4.	<ul style="list-style-type: none"> • Listen to and discuss parts of a book-<i>Seeds</i> • Use text features • Discuss information learned from the book • IDR- Self Monitor • Vocabulary- Review previously learned words
<ul style="list-style-type: none"> • Day 3: Read independently and use text features to build knowledge and engagement 	RI.TS.1.4.	<ul style="list-style-type: none"> • Independent strategy practice • Review using text features- refer to the chart created yesterday • Read independently and notice text features in book • Share with class • Vocabulary- Learn and use <i>source and develop</i>
<ul style="list-style-type: none"> • Day 4: Discuss and identify information learned from reading independently to confirm understanding and build knowledge 	L.VL.1.2.	<ul style="list-style-type: none"> • Introduce the book- <i>Up, Down, and Around</i> • Read, discuss and reread • Discuss what students learned using “Think, Pair and Share” • IDR- share reading with partners and then class • Vocabulary- Review <i>source and develop</i>. Learn and use <i>scatter and flourish</i>
<ul style="list-style-type: none"> • Day 5: Sort words into categories to better understand a concept in the book 	L.VI.1.3.	<ul style="list-style-type: none"> • Review-<i>Up, Down, and Around</i> • Echo read the book • Sort words from the book and discuss their relationship • Reflect and read the book chorally • IDR • Vocabulary- Review and practice using this week’s words

<ul style="list-style-type: none"> • Day 6: Listen to, visualize and discuss parts of a nonfiction book to build comprehension and develop an enjoyment of reading 	SL.PE.1.1. RI.IT.1.3.	<ul style="list-style-type: none"> • Introduce -<i>Throw Your Tooth on the Roof</i>- and discuss the map • Read aloud and visualize • Discuss the reading with “Turn to your Partner” questions • Discuss- first person point of view in- <i>Throw Your Tooth on the Roof</i>- • IDR- focus on visualizing
<ul style="list-style-type: none"> • Day 7: Use diagrams to build knowledge about the topic 	RI.MF.1.6.	<ul style="list-style-type: none"> • Review, reread, and make connections with the book- <i>Throw Your Tooth on the Roof</i> • Introduce the text features- Headings and Diagrams • IDR • Share 2 things they learned or remember from their book • Discuss any text features that were in their book • Vocabulary- Review previously learned words
<ul style="list-style-type: none"> • Day 8: Write about text features in nonfiction books to develop an understanding of how text features support comprehension 	RI.MF.1.6.	<ul style="list-style-type: none"> • Review text features and add to the “What Readers Do” chart (map, heading, diagrams) • Read independently and mark any text features in book with sticky notes • Discuss text features with partners • Teacher models writing about text features • Students write about text features - Student Response Book-Page 21 • Vocabulary- Learn and use <i>replace</i> and <i>gleam</i>. Review Synonyms
<ul style="list-style-type: none"> • Day 9: Echo and chorally read to build concepts of print and oral fluency 	L.RF.1.1. L.RF.1.2. L.RF.1.3.	<ul style="list-style-type: none"> • Introduce the poem- <i>My Loose Tooth</i> • Read and share visualizing with partner and class • Reread poem and discuss Descriptive Language • Echo and chorally read • IDR- Focus on visualizing • Vocabulary- Review <i>replace</i> and <i>gleam</i>. Learn and use favor and interview

<ul style="list-style-type: none"> • Day 10: Discuss rhyme and repetition in the poem to build phonological awareness 	<p>L.VL.1.2. L.VI.1.3.</p>	<ul style="list-style-type: none"> • Review-<i>My Loose Tooth</i> • Discuss Rhyme and Repetition in the poem • Chorally read poem with partner • Identify rhyming words and discuss why the author used repetition in the poem • Add copy of poem to Poetry Reader • Vocabulary-Review and practice using this weeks words
<ul style="list-style-type: none"> • Day 11: Use text boxes to build knowledge about a topic 	<p>RI.AA.1.7.</p>	<ul style="list-style-type: none"> • Review - <i>An Elephant Grows Up</i>-(4-21) • Read the book(including text boxes) and Chart what students know about elephants • Discuss the book with “Turn to your partner” questions • Introduce and discuss Text Boxes • Review the “What Readers Do” chart • IDR
<ul style="list-style-type: none"> • Day 12: Write what they learned from the diagram to develop an understanding of how text features support comprehension 	<p>L.WF.1.1. L.WF.1.3. RI.MF.1.6.</p>	<ul style="list-style-type: none"> • Review what we learned about elephants • Review the different text features authors use to develop understanding • Introduce and discuss The Elephants Diagram. Teacher reads the Elephant diagram aloud • Students write about information learned from the diagram- Student Response Book- Page 23 • Share work with class and add what they wrote on our “What We Know About Elephants” chart • IDR • Vocabulary-Review previously learned words.
<ul style="list-style-type: none"> • Day 13:Read independently and use text features to build knowledge and engagement 	<p>L.RF.1.1. L.RF.1.4. RI.MF.1.6.</p>	<ul style="list-style-type: none"> • Review text features- using the Text Features Chart • read independently and using text features • Share and discuss text features • Explore text features in other nonfiction books • Vocabulary- Learn and use <i>essential and</i>

		<i>inessential</i>
<ul style="list-style-type: none"> ● Day 14: Make predictions about the story to build engagement and establish a purpose for reading 	L.VI.1.3.	<ul style="list-style-type: none"> ● Introduce <i>The Napping House</i> and make Predictions ● Read the story aloud and make predictions- using Think Pair Share questions ● Read independently and use Comprehension Strategies- share with class ● Vocabulary- Review <i>essential and inessential</i> Learn and use <i>stage and restless</i>. Review the suffix /less/
<ul style="list-style-type: none"> ● Day 15: Retell a story to deepen their understanding of the story's events 	RL.CI.1.3.	<ul style="list-style-type: none"> ● Review - <i>The Napping House</i> ● Read story aloud and introduce the premade sentences strips ● Retell the story using the sentence strips ● Chorally read the story ● Reflect ● Vocabulary- Review and practice this weeks words
<ul style="list-style-type: none"> ● Day 16: Follow a research plan to develop an understanding of the research process 	W.IW.1.2.	<ul style="list-style-type: none"> ● Introduce the Research Plan using Chart with 5 Steps ● Refer back to the book- <i>An Elephant Grows Up</i> ● Ask questions about the book using Thin-Pair-Share. Write Questions on a Chart- Questions About Elephants ● Model searching for information online ● IDR- usw comprehension Strategies ● Share Reading with class
<ul style="list-style-type: none"> ● Day 17: Explore a website to build knowledge about a topic 	W.SE.1.6. W.WR.1.5.	<ul style="list-style-type: none"> ● Review the Research Plan and introduce online research ● Show the website about Elephants- Go Pebble ● Explore the Website about Elephants and introduce Digital Text Features ● Discuss what the students learned from the Online Research-Identify Digital Text Features ● Compare Print and Digital Text Features

		<ul style="list-style-type: none"> ● IDR- Use comprehension Strategies ● Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 18: Discuss, write and draw pictures of the information they learned on the website 	W.IW.1.2.	<ul style="list-style-type: none"> ● Review the Research Plan and get ready to write ● Review notes about Elephants ● Teacher models writing about Elephants ● Write about and draw pictures of Elephants- Student Response Book- page 25 ● Reflect on research with Think-Pair-Share questions and discussion ● Vocabulary-Learn and use <i>Knowledge and research</i>
<ul style="list-style-type: none"> ● Day 19: Revisit and read familiar books to increase engagement and build confidence 	RL.PP.1.5. SL.AS.1.6. SL.PI.1.4.	<ul style="list-style-type: none"> ● Review reading Big Books ● Introduce the procedure for Revisiting Big Books with partners ● Revisit Big Books in pairs ● Share favorite part of Big Books with class ● Vocabulary- Review <i>Knowledge and research</i>. Learn and use <i>credible and compare</i>
<ul style="list-style-type: none"> ● Day 20: Discuss favorite books to develop awareness of their reading preferences 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Discuss favorite Big Book ● Reread Big Books aloud with partners ● IDR- Using comprehension Strategies ● Vocabulary- Review and practice using this week's words
<ul style="list-style-type: none"> ● Day 21: Make text to self connections to relate the story to their own lives 	RL.CI.1.2.	<ul style="list-style-type: none"> ● Listen to and discuss the story- <i>Julius</i> (fiction) ● Identify the story message as a class ● Make a Text to Self Connection ● Read independently- share reading and revisit the students' reading lives
<ul style="list-style-type: none"> ● Day 22: Discuss different kinds of texts to get ideas for summer reading 	SL.PE.1.1.	<ul style="list-style-type: none"> ● Review Familiar books ● Discuss favorite books ● Write about summer reading plans

		<ul style="list-style-type: none"> ● Share thoughts about summer reading ● IDR– share reading- revisit the students’ reading lives ●Vocabulary- Review previously learned words
<ul style="list-style-type: none"> ● Day 23: Revisit and read familiar poems to increase engagement and build confidence 	L.VI.1.3. L.RF.1.3. L.RF.1.1.	<ul style="list-style-type: none"> ● Revisit and review favorite from the year poetry ● Read poems from Poetry Readers with a partner ● Reflect with partners ● IDR- share reading and revisit the students’ reading lives ● Vocabulary- Learn and use <i>slurp and odd</i>. Review synonyms
<ul style="list-style-type: none"> ● Day 24: discuss favorite poems to develop awareness of their reading preferences 	SL.AS.1.6. SL.PE.1.1.	<ul style="list-style-type: none"> ● Discuss favorite poems ● Read poems aloud ● Reflect on students’ growth as readers ● IDR- share reading and revisit students’ reading lives ● Vocabulary- Review <i>slurp and odd</i>. Learn and use <i>tidy and untidy</i> ● Review Antonyms. Review the prefix /un/
<ul style="list-style-type: none"> ● Day 25: Discuss, write and draw about what they like about the classroom community to develop and express appreciation for one another 	W.RW.1.7. SL.UM.1.5.	<ul style="list-style-type: none"> ● Reflect on contributing to the classroom community ● Discuss, draw and write about the classroom community ● Share drawings and writing with the class ● Reflect on the students’ growth as caring community members ● IDR ●Vocabulary- Review and practice this week’s words

Inclusive concepts

The Reading Community allows for all levels to work together at their individual pace and level during Whole Group Reading, Reading Group and Center Based Learning.

