



# Summit Public Schools

## Grade 1

### English and Language Arts Curriculum

#### **Course Descriptions:**

#### **Module 1: Building Literacy in a Collaborative Classroom–Tools and Work**

In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job through informational text and hands-on experiences. They then extend their understanding of what it takes to do a job when they learn how the “habits of character” of initiative, collaboration, perseverance, and responsibility help them do work. Students also analyze how various characters from literary texts use these habits of character to help them make work easier and solve dilemmas. Finally, students take all they have learned about tools and work to create a “magnificent thing” that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation.

#### **Module 2: Learning through Science and Story–A Study of the Sun, Moon, and Stars**

In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. Students begin their study through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Then students focus their study on the scientific concepts of observable patterns of the sun, moon, and stars. Students read informational texts and make observations and take notes in a sky notebook to learn about these patterns. Finally, students synthesize their learning from both their scientific study and study of literature to compose a narrative poem titled “What the Sun Sees.” Students then learn to give feedback to their peers and revise their writing.

#### **Module 3: Researching to Build Knowledge and Teach Others–Birds’ Amazing Bodies**

In this module, students build their literacy skills as they engage in an in-depth study of birds’ bodies. The module focuses on the following big ideas: Animals have physical features that help them survive, and animals behave in ways that help them survive. Students begin their

study by considering the guiding question: “What makes a bird a bird?” They then build research skills and background knowledge about birds through reading, talking, and representing (through scientific drawing, writing, role-play, music, and movement). Students participate in both whole group and small group research to learn more about the form and function of key bird parts: beaks and feathers. Students show their learning by writing an informational paragraph that describes how beaks or feathers help birds survive. Finally, students create Expert Bird Riddle cards and Expert Bird Scientific Drawing cards for a riddle matching game using facts from their research.

\*Note: Module 3 lays the foundation for the work in Module 4. In Module 4, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 3, they then apply this knowledge to make a meaningful contribution to their community.

## Module 4: Contributing to the Community–Caring for Birds

In this module, students continue to build on their knowledge of birds from Module 4 to deepen their literacy skills and explore the guiding question: “Why should we care about birds?” Students begin to consider this question by reading a variety of literary texts with characters that care for birds. They then learn about writing opinions as they investigate a specific bird, Pale Male, who built its nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. Students also learn about some of the problems birds face more generally, and what humans can do to help them live and grow. They learn about the myriad ways birds are helpful to plants, animals, and people. For the performance task, students create a piece of artwork and writing that serves an authentic need in their school or local community: a Feathered Friend Saver. This performance task includes a high quality portrait of a local bird that is formatted to attach to a window. When displayed in a window, the portrait helps to prevent birds from flying into the window. Students also individually create a short piece of writing to teach the recipient of the Feathered Friend Saver facts about birds.

## Module 1: Building Literacy in a Collaborative Classroom–Tools and Work

### Big Ideas: *Course Objectives/ Content Statement(s)*

- Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- Explain how people can work together to make decisions in the classroom.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

### Enduring Understandings

*What will students understand about the big ideas?*

- Tools make our lives easier by helping us do work.

| <ul style="list-style-type: none"><li>● Why do we need tools?</li><li>● How do habits of character help us do work?</li><li>● How do we create a magnificent thing?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>● Tools help us create things.</li><li>● Habits of character are behaviors that help us learn and do our work.</li><li>● People use tools and habits of character to create magnificent things.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Areas of Focus: Proficiencies<br>(New Jersey Student Learning Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lessons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Students will:</b></p> <p><b>Language Domain</b></p> <p>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.</p> <p>    B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>    A. B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>    B. 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).</p> <p><b>Sentence Composition (Grammar, Syntax, and Punctuation)</b></p> | <p><b>Unit 1: Learning to Ask and Answer Questions</b></p> <p><b>Getting to Know the Tools Around Us</b></p> <p><b>Lesson 1: Speaking and Listening-Getting to Know Our Mission</b></p> <ul style="list-style-type: none"><li>● I can participate in conversations with my classmates.</li><li>● I can show what I know about tools through drawing and writing.</li></ul> <p><b>Lesson 2: Building Background Knowledge</b></p> <ul style="list-style-type: none"><li>● I can examine tools through close observation and drawing.</li><li>● I can ask and answer questions about tools and how they are used</li></ul> <p><b>Lesson 3: Building Background Knowledge</b></p> <ul style="list-style-type: none"><li>● I can examine tools through close observation and drawing.</li><li>● I can ask and answer questions about tools and how they are used.</li></ul> <p><b>Lesson 4: Building Background Knowledge</b></p> <ul style="list-style-type: none"><li>● I can examine tools through close observation and drawing.</li><li>● I can ask and answer questions about tools and how they are used.</li></ul> <p><b>Lesson 5: Asking and Answering-Why Do We Need Tools?</b></p> |

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. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- H. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

### Reading Domain

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (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.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.

L.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.

- I can ask questions about key ideas in a photograph.
- I can answer questions about key ideas using the text from Tools.

### Lesson 6: Speaking and Listening-Why Do We Need Tools?

- I can examine tools through close observation and drawing.
- I can ask and answer questions about tools and how they are used.

### Lesson 5: Asking and Answering-Why Do We Need Tools?

- I can ask questions about key ideas in a photograph.
- I can answer questions about key ideas using the text from Tools.

### Lesson 6: Speaking and Listening-Why Do We Need Tools?

- I can sort tools into categories.
- I can ask and answer questions about key ideas using the photographs and text in a book.

### Lesson 7: Writing to Show Understanding-Why Do We Need Tools?

- I can sort tools into categories.
- I can ask and answer questions about key ideas using the photographs and text in a book.

### Lesson 8: Lesson 8: Unit 1 Assessment

- I can ask and answer questions about key ideas using photographs and text.
- I can sort tools into categories.

### Unit 2: Reading Closely

#### Learning about Habits of Character

#### Lesson 1: Speaking and Listening-What helps me do work?

- I can listen and respond to my classmates' ideas.

#### Lesson 2: Close Read-aloud, Session 1 (The Magnificent Thing)

- I can listen and respond to my classmates' ideas during a read-aloud.
- I can answer questions about key details from the book The Most Magnificent Thing.

#### Lesson 3: Close Read-aloud, Session 2

- I can listen and respond to my classmates' ideas.

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.

### **Writing Domain**

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

### **Speaking and Listening Domain**

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.

### **Career-Ready Practices**

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

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

**CRP3:** Attend to personal health and financial well-being.

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

**CRP5:** Consider the environmental, social and economic impacts of decisions.

- I can look closely at the illustrations and text to describe how the girl begins to make her magnificent thing.
- I can explain what I did to complete a challenge.

### **Lesson 4: Close Read-aloud, Session 3**

- I can look closely at the illustrations and text to describe how the girl tries to build her magnificent thing.
- I can listen and respond to my classmates' ideas.
- I can explain what I did to complete a challenge.

### **Lesson 5: Close Read-aloud, Session 4**

- I can listen and respond to my classmates' ideas.
- I can look closely at the illustrations and text to describe how the girl acts when things go wrong.
- Using the text and illustrations, I can write about what the girl does.

### **Lesson 6: Close Read-aloud, Session 5**

- I can look closely at the illustrations and text to describe how the girl tries to build her magnificent thing.
- Through writing and drawing, I can explain one way the girl was able to make a magnificent thing.
- I can listen and respond to my classmates' ideas.

### **Lesson 7: Focused Read-aloud, Session 1 (The Little Red Pen)**

- I can identify a character's feelings using evidence from the illustrations and the text
- I can describe a character or important events in the story.

### **Lesson 8: Focused Read-aloud, Session 2**

- I can identify a character's feelings using evidence from the illustrations and the text.
- I can describe an event by looking closely at the illustrations.

### **Lesson 9: Focused Read-aloud, Session 3**

- I can identify a character's feelings using evidence from the illustrations and the text.
- I can describe an event by looking closely at the illustrations.

### **Lesson 10: Unit 2 Assessment**

**CRP6:** Demonstrate creativity and innovation.

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

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

**CRP9:** Model integrity, ethical leadership and effective management.

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

**CRP11:** Use technology to enhance productivity.

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

- I can identify a character’s feelings using evidence from the illustrations and the text.
- I can describe an event by looking closely at the illustrations.

### **Unit 3: Writing to Show Understanding**

#### **Creating a Magnificent Thing**

##### **Lesson 1: Speaking and Listening–Starting the Plan to Create a Magnificent Thing**

- I can describe steps used in The Most Magnificent Thing to build a magnificent thing.
- I can participate in a discussion with my classmates about the needs of the classroom.

##### **Lesson 2: Noticing and Describing**

- I can write details about my magnificent thing using describing words.
- I can use describing words to explain how our magnificent thing will look.

##### **Lesson 3: Discussing and Recording**

- I can listen to and talk with my group about the tools and materials we will need for our magnificent thing.
- I can record the tools and materials that my group agreed to use to build our magnificent thing.

##### **Lesson 4: Speaking and Listening**

- I can listen to and learn with my group as we create our magnificent thing.

##### **Lesson 5: Discussing and Writing**

- I can listen to and talk with my group about the work that needs to get done on our magnificent thing.
- I can record what I did to complete our magnificent thing.

##### **Lesson 6: Examine and Document**

- I can examine our magnificent thing to identify ways to make it better.
- I can document the changes my group will make to our magnificent thing.

##### **Lesson 7: Discussing and Writing**

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                 | <ul style="list-style-type: none"><li>● I can discuss and agree on the finishing touches for our group’s magnificent thing.</li><li>● I can sketch and write about my group’s finished magnificent thing.</li></ul> <p><b>Lesson 8: Performance Task</b></p> <ul style="list-style-type: none"><li>● I can identify what makes a high-quality description of a magnificent thing.</li><li>● I can write the focus statement for my description of our magnificent thing.</li></ul> <p><b>Lesson 9: Performance Task</b></p> <ul style="list-style-type: none"><li>● I can write details in my magnificent thing description about how I used tools.</li><li>● I can plan for my writing by using my Magnificent Thing notebook.</li></ul> <p><b>Lesson 10: Performance Task</b></p> <ul style="list-style-type: none"><li>● I can write a conclusion for my magnificent thing description.</li><li>● I can revise My Magnificent Thing Description using the Revising and Editing Checklist.</li></ul> <p><b>Lesson 11: Performance Task</b></p> <ul style="list-style-type: none"><li>● I can edit and publish my writing using the Revising and Editing Checklist for my magnificent thing description.</li><li>● I can reflect with my writing partner.</li></ul> <p><b>Lesson 12: Unit 3 Assessment</b></p> <ul style="list-style-type: none"><li>● I can write and draw to describe how I used a habit of character to make my magnificent thing.</li><li>● I can prepare for our celebration of learning by speaking clearly and using complete sentences about our magnificent thing.</li></ul> <p><b>Lesson 13: Reading Aloud</b></p> <ul style="list-style-type: none"><li>● I can present my group’s magnificent thing by speaking clearly and using complete sentences.</li><li>● I can name the magnificent things other groups have created and how they are helping the classroom.</li></ul> |
| Differentiation | Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: Common Lit, Newsela, Readworks, storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

### Global Perspectives

[Global Learning Resource Library](#)

### Supports for English Language Learners

| Sensory Supports                   | Graphic Supports   | Interactive Supports      |
|------------------------------------|--------------------|---------------------------|
| Real-life objects                  | Charts             | In pairs or partners      |
| Manipulatives                      | Graphic Organizers | In triads or small groups |
| Pictures                           | Tables             | In a whole group          |
| Illustrations, diagrams & drawings | Graphs             | Using cooperative group   |
| Magazines & Newspapers             | Timelines          | Structures                |
| Physical activities                | Number lines       | Internet / Software       |

### Formative Assessments:

- *Circulate and listen for what students already know*
- *Collect work time activities*
- *Listen to student talk and conversation*

### Summative Assessments, Projects, and Celebrations:

#### Unit 1

- *End of Unit Assessment*
- *Focused Read-aloud and Writing about Tools*

#### Unit 2

- *End of Unit Assessment*
- *Focused Read-aloud Session 4 and Writing about Habits of Character*

#### Unit 3

- *End of Unit Assessment*
- *Writing to Show Understanding Describing a Habit of Character*

### Performance Task

*Experience-Based Informational Writing: A Magnificent Thing for the Classroom*

|                  |  |                      |
|------------------|--|----------------------|
|                  |  | support              |
| Videos & Film    |  | In the home language |
| Broadcasts       |  | With mentors         |
| Models & Figures |  |                      |

| Intervention Strategies                                    |                                                                                                   |                                                       |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Accommodations                                             | Interventions                                                                                     | Modifications                                         |
| Allow for verbal responses                                 | Multi-sensory techniques                                                                          | Modified tasks/expectations                           |
| Repeat/confirm directions                                  | Increase task structure (e.g. directions, checks for understanding, feedback                      | Differentiated materials                              |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding                                    | Individualized assessment tools based on student need |
| Audio Books                                                | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading                           |

**Recommended Texts to Support Unit:**

- *Tools*. Morris, Ann. HarperCollins Publishers, 1998. (BR)
- *A Chef’s Tools*. Strauss, Holden. Rosen Publishing, 2015. (NC570L)

- *I Use Science Tools*. Hicks, Kelli. Rourke Educational Media, 2011. (410L)
- *My Math Toolbox*. Allen, Nancy Kelley. Rourke Educational Media, 2011.
- *The Little Red Pen*. Stevens, Janet; Crummel, Susan Stevens. Houghton Mifflin Harcourt Publishing Company, 2011. (AD510L)
- *The Most Magnificent Thing*. Spires, Ashley. Kids Can Press, Limited, 2014. (AD380L)

## Module 2: Learning through Science and Story: A Study of the Sun, Moon, and Stars

### **Big Ideas:** *Course Objectives/ Content Statement(s)*

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

| Essential Questions<br><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>                                                                                                                                                                                                                                                                                                                                                                               | Enduring Understandings<br><i>What will students understand about the big ideas?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>● Why do authors write about the sun, moon, and stars?</li> <li>● What patterns can we observe in the sky?</li> <li>● How do authors use their knowledge and observations to write a story?</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>● Authors write books to describe, imagine, and explain the objects we see in the sky.</li> <li>● What patterns can we observe in the sky?</li> <li>● How do authors use their knowledge and observations to write a story?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| Areas of Focus: Proficiencies<br>(New Jersey Student Learning Standards)                                                                                                                                                                                                                                                                                                                                                                                                                             | Lessons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Students will:</b><br/> <b>Language Domain</b><br/> <b>Foundational Skills Writing Language</b><br/>           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.</p> <p>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> <p>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p><b>Unit 1: Reading Literature and Retelling–Exploring the Sun, Moon, and Stars through Story</b><br/> <b>Lesson 1: Noticing and Wondering</b></p> <ul style="list-style-type: none"> <li>● I can describe what I observe in pictures and videos of the sun, moon, and stars.</li> <li>● I can ask questions about what I notice in pictures and videos of the sun, moon, and stars.</li> </ul> <p><b>Lesson 2: Reading and Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● I can infer why authors write about the sun, moon, and stars using details from <i>Why the Sun and the Moon Live in the Sky</i>.</li> </ul> |

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 meanings.

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).

### **Lesson 3: Close Read-aloud, Session 1**

- I can ask and answer questions about the boy and the sun in Summer Sun Risin’ using key details from the text.

### **Lesson 4: Close Read-aloud, Session 2 and Role-Playing**

- I can describe what the boy and the sun do in the beginning of Summer Sun Risin’.

### **Lesson 5: Close Read-aloud, Session 3 and Role-Playing**

- I can describe what the boy and the sun do in the middle of Summer Sun Risin’.

### **Lesson 6: Close Read-aloud, Session 4 and Role-Playing**

- I can describe what the boy and the sun do at the end of Summer Sun Risin’.

### **Lesson 7: Close Read-aloud, Culminating Task**

- I can retell important events of what the boy and the sun do throughout Summer Sun Risin’.

### **Lesson 8: Focused Read-aloud and Retelling, Session 1**

- I can answer questions about key details from Papa, Please Get the Moon for Me.
- I can describe the characters and setting from Papa, Please Get the Moon for Me.

### **Lesson 9: Focused Read-aloud and Retelling, Session 2**

- I can retell major events from Papa, Please Get the Moon for Me.
- I can describe the central message of Papa, Please Get the Moon for Me.

### **Lesson 10: Focused Read-aloud and Retelling, Session 1**

- I can answer questions about key details from Sun and Moon.
- I can describe the characters and setting from Sun and Moon.

### **Lesson 11: Focused Read-aloud and Retelling, Session 2**

- I can retell major events from Sun and Moon.
- I can describe the central message of Sun and Moon.

### **Lesson 12: Focused Read-aloud and Retelling, Session 1**

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

### **Reading Domain**

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational 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).

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.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.

### **Writing Domain**

- I can answer questions about key details from Why the Sun and the Moon Live in the Sky
- I can describe the characters, setting, and major events from Why the Sun and the Moon Live in the Sky.

#### **Lesson 13: Focused Read-aloud and Retelling, Session 2**

- I can retell major events from Why the Sun and the Moon Live in the Sky.
- I can describe the central message of Why the Sun and the Moon Live in the Sky.

#### **Lesson 14: Unit 1 Assessment, Part I**

- I can ask and answer questions about key details from Kitten's First Full Moon.
- I can describe the characters, setting, major events, and central message of Kitten's First Full Moon.

#### **Lesson 15: Unit 1 Assessment, Part II**

- I can describe the characters, setting, major events, and central message from Kitten's First Full Moon.

### **Unit 2: Reading to Learn and Writing to Understand—A Study of the Patterns of the Sun, Moon, and Stars**

#### **Lesson 1: Noticing and Wondering**

- I can describe what I observe in pictures and videos of the sun, moon, and stars.
- I can ask and record questions about what I notice in pictures and videos of the sun, moon, and stars.

#### **Lesson 2: Close Read-aloud, Session 1**

- I can describe the pattern of light and dark on earth using information from the text What Makes Day and Night.
- I can record my observations about what I notice in pictures and videos of the sun, moon, and stars.

#### **Lesson 3: Close Read-aloud, Session 2**

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.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.

### **Speaking and Listening Domain**

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. opportunity to integrate climate change education.

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

- I can distinguish what I learn from the illustrations and what I learn from the text in the book What Makes Day and Night to describe the pattern of light and dark on earth.
- I can record my observations about what I notice in pictures and videos of the sun, moon, and stars.

### **Lesson 4: Close Read-aloud, Session 3**

- I can distinguish what I learn from the illustrations and what I learn from the text in the book What Makes Day and Night to describe the pattern of light and dark on earth.
- I can record my observations from images/videos of the sky in my Sky notebook.

### **Lesson 5: Close Read-aloud, Session 4**

- I can distinguish what I learn from the illustrations and what I learn from the text in the book What Makes Day and Night to describe the pattern of light and dark on earth.
- I can record my observations from images/videos of the sky in my Sky notebook.

### **Lesson 6: Close Read-aloud, Culminating Task**

- I can participate in a Science Talk about what makes day and night on earth using information from my notes as evidence.
- I can record my observations from images/videos of the sky in my Sky notebook.

### **Lesson 7: Focused Read-aloud, Session 1**

- I can distinguish what I learn from the illustrations and what I learn from the text in the book Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns to describe patterns of the moon.
- I can record my observations of images of the sky in the Sky notebook.

### **Lesson 8: Speaking and Listening**

- I can build onto others' ideas while participating in a Science Talk about patterns of the moon.

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

**Career-Ready Practices**

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

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

**CRP3:** Attend to personal health and financial well-being.

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

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

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

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

**CRP9:** Model integrity, ethical leadership and effective management.

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

**CRP11:** Use technology to enhance productivity.

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

- I can record my observations of videos/images of the sky in the Sky Notebook.

**Lesson 9: Focused Read-aloud, Session 2**

- I can distinguish what I learn from the illustrations and what I learn from the text in the book Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns to describe patterns of the stars.
- I can record my observations of videos/images of the sky in the Sky Notebook.

**Lesson 10: Speaking and Listening**

- I can build onto others' ideas while participating in a Science Talk about patterns of the stars
- I can record my observations of videos/images of the sky in the Sky notebook.

**Lesson 11: Reading, Writing, and Speaking**

- I can describe a pattern that can be observed in the sky using evidence from my notes about the sun, moon, or stars.
- I can record my observations from videos/images of the sky in my Sky notebook.

**Lesson 12: Unit 2 Assessment**

- I can build onto others' ideas while participating in a Science Talk about observable patterns in the sky.
- I can record my observations from videos/images of the sky in my Sky notebook.

**Unit 3: Writing Narratives–Using Observations of the Sun to Write Narrative Poems**

**Lesson 1: Noticing and Wondering**

- I can ask and answer questions about day and night based on the text What the Sun Sees, What the Moon Sees
- I can describe what animals and people do during the day and night based on observations of pictures and videos.

**Lesson 2: Reading, Speaking, and Listening**

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|  | <ul style="list-style-type: none"><li>● I can ask and answer questions about night based on the text What the Sun Sees, What the Moon Sees.</li><li>● I can describe what the moon “sees” using evidence from pictures, videos, and the text.</li></ul> <p><b>Lesson 3: Speaking and Listening</b></p> <ul style="list-style-type: none"><li>● I can define what it means for work to be “high quality.”</li><li>● I can analyze models of high-quality work.</li></ul> <p><b>Lesson 4: Speaking and Listening</b></p> <ul style="list-style-type: none"><li>● I can write a narrative poem using a model and evidence.</li><li>● I can plan my writing by discussing ideas with classmates.</li></ul> <p><b>Lesson 5: Speaking and Listening</b></p> <ul style="list-style-type: none"><li>● I can write a narrative poem using a model and evidence.</li><li>● I can provide kind, helpful, and specific feedback to my classmates.</li></ul> <p><b>Lesson 6: Reading, Speaking, and Listening</b></p> <ul style="list-style-type: none"><li>● I can ask and answer questions about day based on the text What the Sun Sees, What the Moon Sees.</li><li>● I can describe what the sun “sees” using evidence from pictures, videos, and the text</li></ul> <p><b>Lesson 7: Speaking and Listening</b></p> <ul style="list-style-type: none"><li>● I can plan my writing by discussing ideas with classmates.</li><li>● I can analyze a model of high-quality work.</li></ul> <p><b>Lesson 8: Unit 3 Assessment, Part I</b></p> <ul style="list-style-type: none"><li>● I can write a narrative poem based on a model and using evidence.</li><li>● I can provide kind, helpful, and specific feedback to my classmates.</li></ul> <p><b>Lesson 9: Unit 3 Assessment, Part II</b></p> <ul style="list-style-type: none"><li>● I can write a narrative poem based on a model and using evidence.</li><li>● I can provide kind, helpful, and specific feedback to my classmates.</li></ul> <p><b>Lesson 10: Unit 3 Assessment, Part III</b></p> <ul style="list-style-type: none"><li>● I can write a narrative poem based on a model and using evidence.</li><li>● I can provide kind, helpful, and specific feedback to my classmates.</li></ul> <p><b>Lesson 11: Unit 3 Performance Task</b></p> <ul style="list-style-type: none"><li>● I can revise my work for details.</li></ul> |
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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Technology Integration</b> <ul style="list-style-type: none"> <li>● Listen to audio books, videos or podcasts if available.</li> <li>● Listen to books on websites: Common Lit, Newsela, Readworks storylineonline.net, storyit.com, Epic, Brain Pop</li> <li>● Use document camera or overhead projector</li> <li>● Google Docs, Google Classroom, Canva, Gynzy</li> </ul><br><b>Media Literacy Integration</b> <ul style="list-style-type: none"> <li>● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.</li> </ul><br><b>Global Perspectives</b><br><a href="#">Global Learning Resource Library</a> | <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Circulate and listen for what students already know</li> <li>● Collect work time activities</li> <li>● Listen to student talk and conversation</li> </ul> <b>Summative Assessments, Projects, and Celebrations:</b><br><b>Unit 1</b> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Reading and Answering Questions about Kitten’s First Full Moon</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Discussing Observable Patterns in the Sky</li> </ul> <b>Unit 3</b><br>End of Unit Assessment<br>Using Observations of the Sun to Write a Narrative Poem |

### Recommended Texts to Support Unit:

- “Where are They?: The Sun, Moon, and Stars.” Written by EL Education. (RI, NP)
- “What We See: The Sun, Moon, and Stars.” Vaishali Joshi. (RI)
- *Summer Sun Risin’*. Nikola-Lisa, W. (RL, NP)

- *Papa, Please Get the Moon for Me.* Carle, Eric. (RL, AD310L)
- *Sun and Moon.* Yankey, Lindsey. (RL)
- *Why the Sun and the Moon Live in the Sky.* Dayrell, Elphinstone. (RL, 570L)
- “Elvin, the Boy Who Loved the Sky.” Written by EL Education. (RI, 550L)
- *Does the Sun Sleep?: Noticing Sun, Moon, and Star Patterns.* Rustad, Martha E.H. (RI, 370L)
- *Kitten’s First Full Moon.* Henkes, Kevin. (RL, 360L)
- *What the Sun Sees, What the Moon Sees.* Tafuri, Nancy. (RL, 260L)
- *What Makes Day and Night.* Branley, Franklyn M. (RI, 230L)

### Module 3: Researching to Build Knowledge and Teach Others–Birds’ Amazing Bodies

#### Big Ideas: *Course Objectives/ Content Statement(s)*

- Birds use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.
- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

#### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What makes a bird a bird?
- How do birds use their body parts to survive?
- How do specific birds use their body parts to survive?
- How do we build our research skills and share our learning?

#### Enduring Understandings

*What will students understand about the big ideas?*

- Birds are animals with beaks, feathers, wings, and feet.
- There are many different types of birds, and they use their body parts to help them survive.
- Despite their differences, there are key features that all birds have in common.
- Birds have specially designed body parts that help them survive.
- Some birds have unique and specially designed body parts that help them survive.
- To write informative texts, writers must read, collect evidence, and discuss their knowledge.

| <p style="text-align: center;"><b>Areas of Focus: Proficiencies</b><br/><b>(New Jersey Student Learning Standards)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p style="text-align: center;"><b>Lessons</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Students will:</b></p> <p><b>Language Domain</b></p> <p><b>Foundational Skills: Written Language</b></p> <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)</p> <ul style="list-style-type: none"> <li>A. Write sentences with increasing complexity.</li> <li>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</li> <li>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>E. Use commas in dates and to separate single words in a series.</li> <li>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</li> <li>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</li> <li>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</li> <li>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</li> </ul> <p><b>Reading Domain</b></p> <p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>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).</p> <p>RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast</p> | <p><b>Unit 1: Learning to Read Informational Texts</b></p> <p><b>Lesson 1: Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● I can gather facts from different resources to explain what I know about birds.</li> <li>● I can participate in a conversation about what I notice and wonder about birds.</li> </ul> <p><b>Lesson 2: Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● I can build onto others’ ideas while talking about what I know about birds.</li> <li>● I can gather facts from different resources to explain what I know about birds.</li> </ul> <p><b>Lesson 3: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>● I can use text features in Birds (Scholastic Discover More) to learn about what a bird is</li> <li>● I can create and label an observational drawing of a green bee eater.</li> </ul> <p><b>Lesson 4: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>● I can read and discuss information about bird colors using the texts Just Ducks and Birds (Scholastic Discover More).</li> <li>● I can create and label an observational drawing of a great spotted woodpecker.</li> </ul> <p><b>Lesson 5: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>● I can read and discuss information about bird beaks using the texts Just Ducks and Birds (Scholastic Discover More).</li> <li>● I can create and label an observational drawing of a mallard duck.</li> </ul> <p><b>Lesson 6: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>● I can read and discuss information about bird feathers using the texts Just Ducks and Birds (Scholastic Discover More).</li> <li>● I can create and label an observational drawing of a peacock.</li> </ul> |

relationships) within a text.

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.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words 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.

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).

### **Writing Domain**

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.

- A. Introduce a topic.
- B. Develop the topic 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.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.

### **Lesson 7: Reading and Writing**

- I can read and discuss information about bird feet using the text Birds (Scholastic Discover More).
- I can create and label an observational drawing of a bald eagle.

### **Lesson 8: Unit 1 Assessment**

- I can find information and answer questions about a new kind of bird in the text Birds (Scholastic Discover More).

### **Lesson 9: Independent Writing**

- I can create and label a final observational drawing of one of the birds in my Birds Research notebook.
- I can use the classroom discussion norms to talk with a partner about my final observational drawing.

## **Unit 2: Building Research Skills**

### **Lesson 1: Reading, Speaking, and Listening**

- I can closely view pictures to gather information about bird beaks and feathers.
- I can participate in a conversation about what I observe and wonder about bird beaks and feathers.

### **Lesson 2: Introducing the Research Text**

- I can determine the main idea of the text Feathers: Not Just for Flying.
- I can describe the structure of the text Feathers: Not Just for Flying.

### **Lesson 3: Reading Aloud to Research and Take Notes**

- I can use text features to research information about feathers using the text Feathers: Not Just for Flying.
- I can explain the purpose of a semiplume feather using pictures and words.

### **Lesson 4: Shared Writing, Part I**

- I can contribute to the focus statement and detail sentences in a piece of shared writing.
- I can explain the purpose of a contour feather using pictures and words.

### **Lesson 5: Shared Writing, Part II**

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.

### **Speaking and Listening Domain**

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. opportunity to integrate climate change education.

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

### **Career-Ready Practices**

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

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

**CRP3:** Attend to personal health and financial well-being.

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

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

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

- I can contribute to the second detail sentences and conclusion in a piece of shared writing.
- I can explain the purpose of a flight feather using pictures and words.

### **Lesson 6: Research Reading, Session 1**

- I can research information about different types of bird beaks using the text Beaks!
- I can collaborate with classmates to discuss evidence we've gathered about the Unit 2 guiding question.

### **Lesson 7: Research Reading, Session 2**

- I can research information about different types of bird beaks using the text Beaks!
- I can explain the purpose of a hummingbird's beak using pictures and words.

### **Lesson 8: Research Reading, Session 3**

- I can research information about different types of bird beaks using the text Beaks!
- I can collaborate with my classmates to discuss a sentence from the text Beaks!

### **Lesson 9: Research Reading, Session 4**

- I can research information about different types of bird beaks using the text Beaks!
- I can explain the purpose of a spoonbill's beak using pictures and words.

### **Lesson 10: Research Reading, Session 5**

- I can write research notes about different types of bird beaks.
- I can participate in a Science Talk to show my learning about how a bird's beak helps it survive.

### **Lesson 11: Research Writing**

- I can analyze a model to learn about the parts of an informative paragraph.
- I can draw a bird beak by using accurate shapes and colors.

### **Lesson 12: Research Writing**

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

**CRP9:** Model integrity, ethical leadership and effective management.

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

**CRP11:** Use technology to enhance productivity.

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

- I can draft the focus statement and detail sentences of my beaks informative paragraph using evidence from my research.
- I can use evidence to explain the type of beak that is best for crushing seeds.

#### **Lesson 13: Research Writing**

- I can draft the detail sentences and conclusion statement of my informative paragraph using evidence from my research.
- I can use evidence to explain the type of beak that is best for scooping fish.

#### **Lesson 14: Research Writing**

- I can plan my informative paragraph by choosing evidence from research to use in my writing.
- I can use evidence to explain the type of beak that is best for digging for worms.

#### **Lesson 15: Unit 2 Assessment, Part I**

- I can participate in a Science Talk to show my learning about how birds' body parts help them survive.
- I can draft the focus statement and detail sentences of my informative paragraph using evidence from my research.

#### **Lesson 16: Unit 2 Assessment, Part II**

- I can draft detail sentences and a conclusion statement of my informative paragraph using evidence from my research.

#### **Lesson 17: Speaking and Listening**

- I can add scientific drawings to my informative paragraph about birds.
- I can share and celebrate my work with others.

### **Unit 3: Writing to Show Our Research**

#### **Lesson 1: Speaking and Listening**

- I can identify criteria for writing our Expert Bird Riddle cards.
- I can use text features and illustrations to answer questions using the text Little Kids First Big Book of Birds.

#### **Lesson 2: Speaking and Listening**

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|  | <ul style="list-style-type: none"><li>● I can research information about the cardinal using the beaks and feathers class notes.</li><li>● I can create criteria for our Expert Bird Scientific Drawing cards.</li></ul> <p><b>Lesson 3: Reading and Writing</b></p> <ul style="list-style-type: none"><li>● I can research information about my expert bird using the beaks and feathers class notes.</li><li>● I can draw a sketch of my expert bird that shows my understanding of shape and size.</li></ul> <p><b>Lesson 4: Reading and Writing</b></p> <ul style="list-style-type: none"><li>● I can research information about the cardinal using the text Little Kids First Big Book of Birds.</li><li>● I can draw a sketch of my expert bird that shows my understanding of placement and details.</li></ul> <p><b>Lesson 5: Reading and Writing</b></p> <ul style="list-style-type: none"><li>● I can research information about my expert bird using the text Little Kids First Big Book of Birds.</li><li>● I can draw an accurate scientific drawing of my expert bird.</li></ul> <p><b>Lesson 6: Reading and Writing</b></p> <ul style="list-style-type: none"><li>● I can research information about my expert bird using the text Little Kids First Big Book of Birds.</li><li>● I can draw an accurate drawing of my expert bird on my Expert Bird Scientific Drawing card.</li></ul> <p><b>Lesson 7: Reading and Writing</b></p> <ul style="list-style-type: none"><li>● I can research information about my expert bird using the text “Did You Know?”</li><li>● I can prepare and plan for a Science Talk using my expert bird research.</li></ul> <p><b>Lesson 8: Unit 3 Assessment</b></p> <ul style="list-style-type: none"><li>● I can participate in a Science Talk about how my bird uses its body to survive.</li></ul> <p><b>Lesson 9: Lesson Independent Writing</b></p> |
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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>Listen to audio books, videos or podcasts if available.</li> <li>Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic</li> <li>Use document camera or overhead projector</li> <li>Google Docs, Google Classroom, Canva, Gynzy,</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.</li> </ul> <p><b>Global Perspectives</b><br/> <a href="#">Global Learning Resource Library</a></p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Listen in to student conversations</li> <li>Circulate and listen for what students already know</li> <li>Collect work time activities</li> <li>Listen to student talk and conversation</li> <li>Exit tickets upon closing of lesson</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>Revising and Editing “What the Sun Sees” Narrative Poems</li> <li>Drawing and short constructed response</li> <li>Discussing Observable Patterns in the Sky</li> <li>Using Observations of the Sun to Write a Narrative Poem</li> </ul>                                                                                                                                                                                                                                                                                                                           |

**Recommended Texts to Support Unit:**

*Just Ducks*. Davies, Nicola. Candlewick, 2014. (AD940L)  
*Birds* (Scholastic Discover More). Arlon, Penelope; Gordon-Harris, Tory. Scholastic, 2014. (620L)  
*Flight School*. Judge, Lita. Atheneum, 2014. (AD420L) (1 per class)  
*Beaks!* Collard, Sneed. Charlesbridge, 2002. (IG970L) (1 per pair)  
*Feathers: Not Just for Flying*. Stewart, Melissa. Charlesbridge, 2014. (910L)  
*Birds*. Henkes, Kevin. HarperCollins, 2009. (AD410L)  
*Little Kids First Big Book of Birds* (National Geographic). Hughes, Catherine. National Geographic, 2016. (NC800L)  
*Did You Know?* Written by EL Education, 2016. (580L)

| Module 4: Module 4: Contributing to the Community: Caring for Birds                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Big Ideas:</b> <i>Course Objectives/ Content Statement(s)</i></p> <ul style="list-style-type: none"><li>● Explain how all people, not just official leaders, play important roles in a community.</li><li>● Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</li><li>● Compare their own point of view with others’ perspectives.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Essential Questions<br><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>                                                                                                                                                                                                                                                                                                                  | Enduring Understandings<br><i>What will students understand about the big ideas?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>● Why should we care about birds?</li><li>● How do characters in stories help care for birds?</li><li>● Why do people have different opinions about birds?</li><li>● How can people care for birds so they can live and grow?</li></ul>                                                                                                                                                           | <ul style="list-style-type: none"><li>● Sometimes birds get into trouble and need help.</li><li>● Birds impact our lives.</li><li>● Birds help many living things.</li><li>● There are specific things characters do to help birds live and grow.</li><li>● People have different reasons for their opinions about birds.</li><li>● Birds affect people in different ways.</li><li>● People can stop doing harmful things that hurt birds.</li><li>● People can take action to prevent birds from being harmed, such as creating Feathered Friends Savers.</li></ul> |

| <p style="text-align: center;"><b>Areas of Focus: Proficiencies<br/>(New Jersey Student Learning Standards)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p style="text-align: center;"><b>Lessons</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Students will:</b><br/> <b>Foundational Skills: Writing Language</b><br/> L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> <li>B. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>C. Orally segment the phonemes in any single syllable, spoken word.</li> <li>D. Recognize that each syllable is organized around a vowel sound.</li> </ul> <p><b>Sentence Composition (Grammar, Syntax, and Punctuation)</b><br/> L.WF.1.3. Demonstrate command and use of the conventions of writing,</p> <ul style="list-style-type: none"> <li>A. Write sentences with increasing complexity.</li> <li>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</li> <li>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>E. Use commas in dates and to separate single words in a series.</li> <li>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</li> <li>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</li> <li>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</li> <li>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</li> </ul> | <p><b>Unit 1: Analyzing Literature–Stories of Bird Helpers</b><br/> <b>Lesson 1: Noticing and Wondering</b></p> <ul style="list-style-type: none"> <li>● I can determine the meanings of unknown words to understand the meaning of a text.</li> <li>● I can make observations about pictures of birds by looking closely at details.</li> </ul> <p><b>Lesson 2: Close Read-aloud and Writing, Session 1</b></p> <ul style="list-style-type: none"> <li>● I can describe the characters, setting, problem, and solution in the text The Lion and the Bird.</li> <li>● I can use strategies to determine the meaning of an unknown word.</li> <li>● I can write about the problem in The Lion and the Bird using evidence from the text.</li> </ul> <p><b>Lesson 3: Close Read-aloud and Writing, Session 2</b></p> <ul style="list-style-type: none"> <li>● I can describe and write about the solution in the text The Lion and the Bird using evidence from the text.</li> <li>● I can use strategies to determine the meaning of an unknown word.</li> <li>● I can describe the author’s message in the text The Lion and the Bird.</li> </ul> <p><b>Lesson 4: Focused Read-aloud and Writing, Session 1</b></p> <ul style="list-style-type: none"> <li>● I can describe the characters, setting, and problem in the text Pierre the Penguin.</li> <li>● I can write about the problem in Pierre the Penguin using evidence from the text.</li> </ul> <p><b>Lesson 5: Focused Read-aloud and Writing, Session 2</b></p> <ul style="list-style-type: none"> <li>● I can describe the solution and ending in the text Pierre the Penguin.</li> <li>● I can write about the solution and ending in Pierre the Penguin using evidence from the text.</li> </ul> |

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.

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 meanings.

### **Reading Domain**

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational 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).

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).

- I can discuss how Pam shows respect and compassion in Pierre the Penguin.

### **Lesson 6: Comparing and Contrasting**

- I can compare and contrast the characters' experiences in The Lion and the Bird and Pierre the Penguin.

### **Lesson 7: Focused Read-aloud and Writing, Session 1**

- I can use clues from other words in a sentence to determine the meaning of unknown words.
- I can describe the characters, setting, and problem in Maggie the One-Eyed Peregrine Falcon.
- I can write about the problem in Maggie the One-Eyed Peregrine Falcon using evidence from the text.

### **Lesson 8: Focused Read-aloud and Writing, Session 2**

- I can use the base word to help to determine the meaning of unknown words in a sentence.
- I can describe the solution and ending in Maggie the One-Eyed Peregrine Falcon.
- I can write about the solution and ending in Maggie the One-Eyed Peregrine Falcon using evidence from the text.

### **Lesson 9: Unit 1 Assessment**

- I can compare and contrast the experiences of characters from Pierre the Penguin and Maggie the One-Eyed Peregrine Falcon.

## **Unit 2: Supporting Opinions**

### **Lesson 1: Building Background Knowledge**

- I can determine the meanings of words to understand the meaning of a text.
- I can use details and captions in pictures of bird nests to identify why and where birds build nests.

### **Lesson 2: Focused Read-aloud**

- I can describe the setting, characters, and major events in the text City Hawk: The Story of Pale Male.

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.

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).

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).

### **Writing Domain**

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.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to

- I can answer questions about the character in City Hawk: The Story of Pale Male using evidence from the text.

### **Lesson 3: Focused Read-aloud**

- I can use vocabulary strategies to help identify the main idea and key details of the text “What’s Best? The Debate about Pale Male’s Nest.”
- I can write my opinion on what should happen to Pale Male’s nest.

### **Lesson 4: Research Reading, Session 1**

- I can identify the determiners that match with each noun picture card.
- I can research information about Pale Male using the text “What’s Best? The Debate about Pale Male’s Nest.”

### **Lesson 5: Research Reading, Session 2**

- I can correctly connect determiners and nouns when playing the determiners matching game.
- I can research information about Pale Male using my notes from the text “What’s Best? The Debate about Pale Male’s Nest.”

### **Lesson 6: Opinion Writing**

- I can correctly connect determiners and nouns when playing the determiners matching game.
- I can analyze a model to learn about the parts of an opinion paragraph.

### **Lesson 7: Shared Writing**

- I can create a sign with an illustration and a reason to support an opinion.
- I can contribute to write the introduction, opinion statement, reason, and conclusion in our shared opinion paragraph.

### **Lesson 8: Scaffolded Writing**

- I can complete an opinion paragraph by writing the opinion statement and one reason to support it.
- I can create a sign with an illustration and a reason to support an opinion.

### **Lesson 9: Unit 2 Assessment**

integrate climate change education.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

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.

### **Speaking and Listening Domain**

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. opportunity to integrate climate change education.

- 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.

- I can write an opinion paragraph using a reason to support my opinion.

### **Lesson 10: Speaking and Listening**

- I can revise and edit my opinion paragraph using a checklist.
- I can discuss my opinion about Pale Male's nest using a compelling reason to support my opinion.

## **Unit 3: Taking Action through Literacy and Artwork**

### **Lesson 1: Noticing and Wondering**

- I can make observations about the Feathered Friends Saver.
- I can answer questions about the text Olivia's Birds: Saving the Gulf.

### **Lesson 2: Focused Read-aloud**

- I can identify the author's point in the text A Place for Birds using key details and illustrations.
- I can use different strategies to determine the meaning of new words.

### **Lesson 3: Whole Group Research Reading**

- I can identify the reasons the author gives to support her point in the text A Place for Birds.
- I can use different strategies to determine the meaning of new words.
- I can write about a reason the author gives to support her point in the text A Place for Birds.

### **Lesson 4: Small Group Research Reading**

- I can identify and write about the reasons the author gives to support her point in the text A Place for Birds.
- I can use different strategies to determine the meaning of new words.

### **Lesson 5: Preparing for the Unit 3 Assessment**

- I can identify reasons an author gives to support the point that plants need birds in the text A Place for Birds.
- I can use different strategies to determine the meaning of new words.

### **Lesson 6: Preparing for the Unit 3 Assessment**

- I can identify reasons an author gives to support the point that animals need birds in the text A Place for Birds.

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.

### Career-Ready Practices

**CRP1:** Act as a responsible and contributing citizen and employee.  
**CRP2:** Apply appropriate academic and technical skills.  
**CRP3:** Attend to personal health and financial well-being.  
**CRP4:** Communicate clearly and effectively and with reason.  
**CRP5:** Consider the environmental, social and economic impacts of decisions.  
**CRP6:** Demonstrate creativity and innovation.  
**CRP7:** Employ valid and reliable research strategies.  
**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9:** Model integrity, ethical leadership and effective management.  
**CRP10:** Plan education and career paths aligned to personal goals.  
**CRP11:** Use technology to enhance productivity.  
**CRP12:** Work productively in teams while using cultural global competence.

- I can use different strategies to determine the meaning of new words.

### Lesson 7: Unit 3 Assessment

- I can identify the reasons the author gives to support the point that birds help people.
- I can use different strategies to determine the meaning of new words.
- I can discuss my opinion, using a compelling reason to support it.

### Lesson 8: Speaking and Listening

- I can identify the writing criteria for our Feathered Friends Saver.
- I can identify the scientific drawing criteria for our Feathered Friends Saver.

### Lesson 9: Independent Writing

I can choose an adjective and two facts for my Feathered Friends Saver that describe and teach about birds.

I can draw a first draft scientific drawing of my chosen local bird.

### Lesson 10: Independent Writing

- I can write a first draft of my informative paragraph for my Feathered Friends Saver using my planning page.
- I can use feedback to draw a second draft scientific drawing of my chosen local bird.

### Lesson 11: Independent Writing

- I can use feedback from my classmates and teacher to revise and edit my informative paragraph.
- I can add color to the second draft of my scientific drawing of my chosen local bird.

### Lessons 12–13: Publishing Writing

- I can handwrite a final copy of my Feathered Friends Saver.
- I can type the heading of my informative paragraph for the Feathered Friends Saver.

### Lessons 14–15: Speaking and Listening

- I can share my Performance Task writing template using a loud and clear voice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>I can answer questions about my Feathered Friends Saver using complete sentences.</li> </ul> <p><b>Lessons 16–17: End of Module Celebration</b></p> <ul style="list-style-type: none"> <li>I can share my Feathered Friends Saver using a loud and clear voice.</li> <li>I can answer questions about my Feathered Friends Saver using complete sentences.</li> <li>I can write a letter to the ornithologist that describes what I have learned about caring for birds.</li> </ul>                                                                                                                                                                            |
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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>Listen to audio books, videos or podcasts</li> <li>Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop</li> <li>Use document camera or overhead projector</li> <li>Google Docs, Google Classroom, Canva, Gynzy</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.</li> </ul> <p><b>Global Perspectives</b><br/> <a href="#">Global Learning Resource Library</a></p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Language Standards Checklist</li> <li>Collected Student Work</li> <li>Exit Tickets Samples</li> <li>Classroom Observation</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>End of Unit 1 Assessment: Comparing and Contrasting Pierre the Penguin and Maggie the One-Eyed Peregrine Falcon</li> <li>End of Unit 2 Assessment: Opinion Writing: Take the Nest Down!</li> <li>End of Unit 3 Assessment: Identifying Reasons People Need Birds</li> <li>Performance Task: Informational Writing and Scientific Drawing: Feathered Friends Saver</li> </ul> |

**Recommended Texts to Support Unit:**

- Counting Birds* . Stemple, Heidi E.Y.
- Elisapee and Her Baby Seagull*. Mike, Nancy
- Esther the Eaglet: A True Story of Rescue and Rehabilitation*. Gove-Berg, Christie
- Hello, Mr. Dodo!* Frith, Nicholas John

- *Horton Hatches the Egg*. Seuss, Dr.
- *How to Heal a Broken Wing*. Graham, Bob
- *Just a Baby Bird* (Little Critter) Mayer, Mercer I
- *Karl's New Beak*. Nargi, Lela
- *Lotus and Feather*. Jiang, Ji-li
- *Loveykins*. Blake, Quentin
- *Numenia and the Hurricane*. Halliday, Fiona
- *Pandora*. Turnbull, Victoria
- *Puffling Patrol*. Lewin, Ted
- *Ruby's Birds*. Thompson, Mya
- *Skydiver: Saving the Fastest Bird in the World*. Godkin, Celia
- *Sparrow Girl*. Pennypacker, Sar
- *Stork's Landing*. Lehman-Wilzig, Tami
- *The Eagles are Back*. George, Jean Craighead
- *The Great Penguin Rescue: Saving the African Penguins*. Markle, Sandra
- *The Sky Painter*. Engle, Margarita

## Grade One Skills Blocks

The Grade 1 Skills Block curriculum is divided into four microphase of word reading development and contains 25 cycles. Each cycle focuses on a specific sound or spelling pattern as well as two to five high-frequency words. Grade level spelling patterns we will cover this year include . . .

### Late Partial Alphabetic

Students work on reading and spelling words with y as the long i sound (e.g., by, try, fly); beginning consonant blends (e.g., grow, split, spray); and ending consonant blends (e.g., help, bend, whisk).

### Early Full Alphabetic

Students work on reading and spelling words with closed syllables in two-syllable words (e.g., rab-bit, nap-kin); open syllables (e.g., robot, human, begin); and vowel-consonant-e syllables (e.g., rake, dice, flute).

### Middle Full Alphabetic

Students work on reading and spelling closed syllable “exception sounds” (e.g., cold, host, bolt, kind, child); r-controlled syllables (e.g., sharp, bird, fork, hurt); and contractions (e.g., don’t, she’ll, what’s).

### Late Full Alphabetic (seven cycles)

Students work on reading and spelling vowel team syllables (e.g., rain, steam, bright, boat, toy).

| Grade One Skills Block                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                             |
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| <b>Big Ideas:</b> <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"><li>• Develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.</li><li>• Develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.</li></ul> |                                                                                             |
| <b>Essential Questions</b><br><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>                                                                                                                                                                                                                                                                                                                                                                            | <b>Enduring Understandings</b><br><i>What will students understand about the big ideas?</i> |

## **Reading**

- How can we apply phonics and word attack skills in decoding words?
- How can we develop concept of print?
- How can we read grade level text fluently to support comprehension?

## **Writing**

- How can we demonstrate the command for spelling?
- How can we develop a command of the conventions of writing?

## **Reading: Foundational Skills**

- Demonstrate understanding of spoken words, syllables, and phonemes.
- Know and apply grade-level phonics and word analysis skills in decoding.
- Read emergent-reader texts with purpose and understanding.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.

## **Foundational Writing and Spelling**

- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Print all upper- and lowercase letters
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Generalize learned spelling patterns when writing words

| Areas of Focus: Proficiencies<br>(New Jersey Student Learning Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Lessons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Students will:</b></p> <p><b>Foundational Skills: Reading Language</b></p> <p><b>Print Concepts</b></p> <p>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).</p> <p><b>Phonological Awareness</b></p> <p>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.</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol> <p><b>Phonics and Word Recognition</b></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common</li> </ol> | <p><b>Late Partial Alphabetic</b></p> <p><b>Cycle 26</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with /ī/ spelled y.</li> </ul> <p><b>Cycle 27</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with /k/ spelled ck; /w/ spelled wh; fizzle letters (f, s, z, l)</li> </ul> <p><b>Cycle 28</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with initial consonant blends with l and r (sl, bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr)</li> </ul> <p><b>Cycle 29</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with Initial consonant blends with s (sc/sk, sm, sn, sp, st, sw, str, spr, scr, spl) and /n/ spelled kn</li> </ul> <p><b>Cycle 30</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with Final consonant blends: sk, nd, st, lf, lt, lp</li> </ul> <p><b>Cycle 31</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with consonant blends (words with more than three sounds) as well as y as the long i sound.</li> </ul> <p><b>Early Full Alphabetic</b></p> <p><b>Cycle 32</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with Two-syllable closed syllables: CVCCVC</li> </ul> <p><b>Cycle 33</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with Open syllables: CV, CCV</li> </ul> <p><b>Cycle 34</b></p> <ul style="list-style-type: none"> <li>I can read and spell words with Vowel-consonant-e (V = /ī/ or /ē/)</li> </ul> |

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.

### Fluency

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.

### Foundational Skills: Writing Language

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

### Cycle 35

- I can read and spell words with Vowel-consonant-e (V = /ā/ and /ō/); /f/ spelled ph

### Cycle 36

- I can read and spell words with Vowel-consonant-e (V = /ū/, /OO/)

### Cycle 37

- I can read and spell words with Vowel-consonant-e two-syllable words with suffixes -s, -ed, and -ing

### Cycle 38

- I can read and spell words two-syllable words with closed syllables.
- I can read and spell words with open and vowel-consonant-e syllable types.

### Middle Full Alphabetic

#### Cycle 39

- I can read and spell word with /ōl/ spelled oll; /ōld/ spelled old; /ōlt/ spelled olt; /ōst/ spelled ost; /īnd/ spelled ind; /īld/ spelled ild

#### Cycle 40

- I can read and spell words with /ar/ spelled ar; /or/ spelled or

#### Cycle 41

- I can read and spell words with /er/ spelled er, ir, ur

#### Cycle 42

- I can read and spell words with Contractions

#### Cycle 43

- I can read and spell words with closed syllable exception sounds and are introduced to r-controlled syllables and contractions.

### Late Full Alphabetic

#### Cycle 44

- I can read and spell words with /ā/ spelled ai, ay

#### Cycle 45

- I can read and spell words with /ō/ spelled oa, ow

sound.

### **Spelling**

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).

### **Sentence Composition (Grammar, Syntax, and Punctuation)**

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,

### **Cycle 46**

- I can read and spell words with /ē/ spelled ee, ea, y

### **Cycle 47**

- I can read and spell words with /ī/ spelled igh, ie

### **Cycle 48**

- I can read and spell words with /oy/ spelled oi, oy

### **Cycle 49**

- I can read and spell words with two-syllable words with long vowel patterns

### **Cycle 50**

- I can read and spell words with vowel team syllables and s with long vowel sounds.

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.

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.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 meanings

### **Career-Ready Practices**

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

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

**CRP3:** Attend to personal health and financial well-being.

| <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p> |                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessments                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Listen to audio books, videos or podcasts</li> <li>● Listen to books on websites: Common Lit, Newsela, Readworksstorylineonline.net, storyit.com, Epic</li> <li>● Use document camera or overhead projector</li> <li>● Google Docs, Google Classroom, Canva, Gynzy</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.</li> </ul> <p><b>Global Perspectives</b></p>     | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Cycle Checks</li> <li>● Microphase Checks</li> <li>● Class observation</li> <li>● Exit Tickets</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>● Encoding Assessment</li> <li>● Decoding Assessment</li> <li>● Acadience Reading K-6</li> </ul> |

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**Supports for English Language Learners**

| Sensory Supports                   | Graphic Supports   | Interactive Supports        |
|------------------------------------|--------------------|-----------------------------|
| Real-life objects                  | Charts             | In pairs or partners        |
| Manipulatives                      | Graphic Organizers | In triands or small groups  |
| Pictures                           | Tables             | In a whole group            |
| Illustrations, diagrams & drawings | Graphs             | Using cooperative group     |
| Magazines & Newspapers             | Timelines          | Structures                  |
| Physical activities                | Number lines       | Internet / Software support |
| Videos & Film                      |                    | In the home language        |
| Broadcasts                         |                    | With mentors                |
| Models & Figures                   |                    |                             |

**Intervention Strategies**

| Accommodations | Interventions | Modifications |
|----------------|---------------|---------------|
|----------------|---------------|---------------|

|                                                            |                                                                                                   |                                                       |  |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------|--|
| Allow for verbal responses                                 | Multi-sensory techniques                                                                          | Modified tasks/expectations                           |  |
| Repeat/confirm directions                                  | Increase task structure (e.g. directions, checks for understanding, feedback                      | Differentiated materials                              |  |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding                                    | Individualized assessment tools based on student need |  |
| Audio Books                                                | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading                           |  |