

Harmony Township Elementary School District



Language Arts and Literacy

1st Grade

Special Standards Embedded (Labeled) throughout:

Asian, Pacific, Islander Standards

Amistad Commission

Climate Change Standards

Diversity, Equity and Inclusion

UNITS	PACING GUIDE	SUPPLEMENTAL TRADE BOOKS
Unit 1: Fables and Stories	Knowledge: 16 Days Skills: 30 Days	<i>Why The Sky Is Far Away: A Nigerian Folktale</i> by Mary-Joan Gerson, <i>The Empty Pot</i> by Demi, <i>Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart</i> by Pat Mora, <i>The Boy Who Cried Wolf, Narrated by the Sheepish But Truthful Wolf</i> by Nancy Loewen, <i>Beaver Steals Fire: A Salish Coyote Story</i> by Confederated Salish and Kootenai Tribes
Unit 2: The Human Body	Knowledge: 16 Days Skills: 20 Days	<i>Little People Big Dreams: Bruce Lee</i> by Maria Isabel Sanchez Vegara, <i>Danza!: Amalia Hernández and El Ballet Folklórico de México</i> by Duncan Tonatiuh, <i>Jingle Dancer</i> by Cynthia Leitich Smith, <i>The Doctor with an Eye For Eyes: The Story of Dr. Patricia Bath</i> by Julia Finley Mosca, <i>Fresh-Picked Poetry: A Day at the Farmers' Market</i> by Michelle Schaub, <i>A Germ's Journey</i> by Thom Rooke M.D.
Unit 3 Different Lands, Similar Stories	Knowledge: 15 Days Skills: 20 Days	<i>Rapunzel</i> by Rachel Isadora, <i>Yeh-Shen: A Cinderella Story from China</i> by Ai-Ling Louie, <i>Adelita: A Mexican Cinderella Story</i> by Tomie dePaola, <i>The Rough-Face Girl</i> by Rafe Martin, <i>The Ghanaian Goldilocks</i> by Dr. Tamara Pizzoli
Unit 4 Early World Civilizations	Knowledge: 23 Days Skills: 30 Days	<i>The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs</i> by Tamara Bower, <i>The White Nights of Ramadan</i> by Maha Addasi, <i>Grandma's Chocolate / El Chocolate de Abuela</i> by Mara Price, <i>A Day with Yayah</i> by Nicola I. Campbell, <i>How the Sphinx Got to the Museum</i> by Jessie Harland, <i>We're Sailing Down the Nile</i> by Laurie Krebs
Unit 5 American Civilizations	Knowledge: 17 Days Skills: 25 Days	<i>The Best Beekeeper of Lalibela: A Tale from Africa</i> by Christina Kessler, <i>Bringing in the New Year</i> by Grace Lin, <i>Abuela's Weave</i> by Omar S. Castaneda, <i>The First Strawberries: A Cherokee Story</i> by Joseph Bruchac
Unit 6 Astronomy	Knowledge: 15 Days Skills: 25 Days	<i>Just Right: Searching For the Goldilocks Planet</i> by Curtis Manley, <i>A Big Mooncake for Little Star</i> by Grace Lin, <i>The Astronaut with a Song for the Stars</i> by Julia Finley Mosca, <i>Mission to Space</i> by John Herrington, <i>If You Had Your Birthday Party on the Moon</i> by Joyce Lapin, <i>If You Were a Kid Docking at the International Space Station</i> by Josh Gregory, <i>Starstruck: The Cosmic Journey of Neil DeGrasse Tyson</i> by Kathleen Krull and Paul Brewer, <i>Mae Among the Stars</i> by Roda Ahmed
Unit 7 History of the Earth	Knowledge: 14 Days Skills: 25 Days	<i>Lizard from the Park</i> by Mark Prett, <i>Tsunami</i> by Kimiko Kajikawa, <i>The Princess and the Warrior: A Tale of Two Volcanoes</i> by Duncan Tonatiuh, <i>Coyote and the Sky: How the Sun, Moon, and Stars Began</i> by Emmett "Shkeme" Garcia,

		<i>Fossils Tell of Long Ago</i> by Aliko, <i>How the Dinosaur got to the Museum</i> by Jessie Hartland, <i>What If You Had T. Rex Teeth!?: And Other Dinosaur Parts</i> by Sandra Markle
Unit 8 Animals and Habitats	Knowledge: 15 Days	<i>Over and Under the Pond</i> by Kate Messner, <i>Mela and the Elephant</i> by Dow Phumiruk, <i>Galápagos Girl</i> by Marsha Diane Arnold, <i>Elisapee and Her Baby Seagull</i> by Nancy Mike
Unit 9 Fairy Tales	Knowledge: 15 Days	<i>Cendrillon: A Caribbean Cinderella</i> by Robert D. San Souci, <i>The Girl with a Brave Heart: A Tale from Tehran</i> by Rita Jahanforuz, <i>The Runaway Tortilla</i> by Eric A. Kimmel, <i>The Girl Who Loved Wild Horses</i> by Paul Goble, <i>The Egyptian Cinderella</i> by Shirley Climo
Unit 10 A New Nation: American Independence	Knowledge: 18 Days	<i>A Spy Called James</i> by Anne Rockwell, <i>The Story of Kites: Amazing Chinese Inventions</i> by Ying Chang Compestine, <i>Pepe and the Parade: A Celebration of Hispanic Heritage</i> by Tracey Kyle, <i>Itse Selu: Cherokee Harvest Festival</i> by Daniel Pennington, <i>Hoorade Day</i> by Nancy Raines Day, <i>Sewing the Rainbow: A Story About Gilbert Baker</i> by Gayle E. Pitman
Unit 11 Frontier Explorers	Knowledge: 17 Days	<i>The Journey of York: The Unsung Hero of the Lewis and Clark Expedition</i> by Hasan Davis, <i>Zheng He, The Great Chinese Explorer: A Bilingual Story of Adventure and Discovery</i> by Li Jian, <i>Abuelo</i> by Arthur Dorros, <i>I am Sacagawea</i> by Brad Meltzer

Student Learning

Instructional Materials And Accommodations

Core:

- Amplify CKLA
- Knowledge/Skills

Supplemental:

- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
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- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Fables and Stories

Unit 1 Knowledge Summary: Students are introduced to fables and stories that have delighted people for generations, including Aesop’s fables, a folktales of Anansi the Spider, and Beatrix Potter’s “The Tale of Peter Rabbit.” By listening to these classics, students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.

Unit 1 Skills Summary: provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).

Unit 1 Anchor Texts:

“The Boy Who Cried Wolf”

“The Maid and the Milk Pail”

“The Goose and the Golden Eggs”

“The Dog in the Manger”

“The Wolf in Sheep’s Clothing”

“The Fox and the Grapes”

“The Little Half-Chick” (Medio Pollito)

“The Crowded, Noisy House”

The Tale of Peter Rabbit

“ ” **-Diversity, Equity, and Inclusion -Amistad**

Essential Questions:

- How do we form letters correctly?
- How do letter sounds work together to make words?
- How do we independently work while the teacher is occupied?
- What are the features of a sentence? What is a question? How do we use details in texts to comprehend stories?
- What strategies can I use to determine the meaning of words in a text?
- How can I use short vowel, digraphs and consonants to decode a text?
- How can use spelling rules to help us read words?
- How can we blend and separate sounds in a word?
- How are characters and adventures from two different stories alike and different?
- How does a story relate to yourself, other texts or the world?
- How can talking about important parts of the story help us understand the books we read?
- How are types of texts different from one another?
- How are long and short vowel sounds in words different from one another?
- How can we use spelling rules to help us read words? How can we blend and separate sounds to make words?
- How can identifying syllables in words help us read them?
- How do sequence words help to move the writing piece forward?
- How can we look at events in our lives to tell a story

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1h Use determiners (e.g., articles, demonstratives).
- L.1.2b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- RF.1.3b Decode regularly spelled one-syllable words
- RF.1.4a Read grade-level text with purpose and understanding.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:**Arts / Music / Visual and Performing Arts**

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major event(s) in a story, using key details.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Participate in shared research and writing projects
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use determiners.
- 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.
- Read with sufficient accuracy and fluency to support comprehension.

Unit 1 Student Learning Objectives**Overall Learning Outcomes****Knowledge**

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy

- Set a purpose for listening and understand the meaning behind sayings and phrases
- Begin to explore the genre of narrative writing

Skills

- Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds
- Spell words with double-letter spellings
- Identify Tricky Spellings ‘th’ >/th/, /th/ and ‘s’ pronounced /s/ or /z/
- Consonant digraphs (‘ch’, ‘sh’, ‘th”, ‘ng’)
- Identify Tricky Words (review from K)
- Read stories in the decodable Reader
- Answer story questions
- Beginning-of-the-Year Placement Assessment

Unit 1 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 2 Overview: The Human Body

Unit 2 Knowledge Summary: Students are introduced to the systems of the human body and the functions of major organs. They will be introduced to a network of body systems and organs that, together, perform vital jobs. Students will learn the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. Students will be taught five keys to good health—eat well, exercise, sleep, keep clean, and have regular checkups.

Unit 2 Skills Summary: Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as a and e in cake). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.

Unit 2 Anchor Texts:

“Everybody Has a Body”

“The Body’s Framework”

“Marvelous Moving Muscles”

“Chew, Swallow, Squeeze, and Churn”

“The Body’s Superhighway”

“Control Center: The Brain”

“Dr. Welbody’s Heroes”

“Five Keys to Health”

“The Pyramid Pantry”

“What a Complicated Network!”

Essential Questions:

- Can I ask and answer questions about key details in a text?
- What are the key details and central message or lesson?
- Can I identify the characters, settings, and major event(s) in a story, using key details?
- How do the illustrations and details in a story describe its characters, setting, or events?
- Can I 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?
- Can I distinguish long from short vowel sounds in spoken single-syllable words?
- Can I orally produce single-syllable words by blending sounds (phonemes), including consonant blends?
- Can I isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words/
- How can I apply grade-level phonics and word analysis skills in decoding words?
- What are the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)?
- Can I decode regularly spelled one-syllable words?
- Can I write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- L.1.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use end punctuation for sentences.
- L.1.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 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
- RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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- RF.1.4a Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding.

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- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
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products.

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- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major event(s) in a story, using key details.
- Use illustrations and details in a story to describe its characters, setting, or events.
- 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.
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Unit 2 Student Learning Objectives

Knowledge

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet

Skills

- Read and write long vowel sounds, including separated vowel digraphs (CVCe words)

- Identify and use common and proper nouns
- Identify and spell Tricky Words he, she, we, be, me, we, they, their, my, by, you, your
- Spell dictated words

Unit 2 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReady Diagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 3 Overview: Different Lands, Similar Stories

Unit 3 Knowledge Summary: Students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, Thumbelina, and the exploits of cunning tricksters. Students will increase their vocabulary and reading comprehension skills. Through their exposure to different places and cultures from around the world, they will learn valuable universal lessons.

Unit 3 Skills Summary: Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.

Unit 3 Anchor Texts:

“Cinderella”

“The Girl with the Red Slippers”

“Billy Beg”

“Tom Thumb”

“Thumbelina”

“Issun Boshi: One-Inch Boy” **-Asian/Pacific Islander**

“Little Red Riding Hood”

“Hu Gu Po” **-Asian/Pacific Islander**

“Tselane” **-Amistad**

Essential Questions:

- Who and what are the characters, settings, and major events in a story, using key details?
- What are the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types?
- Can I write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure?
- Can I write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?
- Can I demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- Can I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing

about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2.b Use end punctuation for sentences.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. -*Diversity, Equity, and Inclusion*
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)

Performance Expectations

- Describe characters, settings, and major events in a story, using key details.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 3 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and make text-to-text connections
- Retell stories using story grammar and a correct sequence of events
- Compare and contrast fairy tales and folktales
- Domain Assessment

Skills

- Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/
- Identify and spell Tricky Words should, could, would, down, because
- Spell grade-level words correctly: weekly spelling tests begin
- Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Unit Assessment

Unit 3 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 4 Overview: Early World Civilizations

Diversity, Equity, and Inclusion

Unit 4 Summary: Students are introduced to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. Going back to the ancient Middle East, students explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, beliefs and the development of the three major religions of the world (Judaism, Christianity, and Islam).

Unit 4 Summary: Introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with –ed as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.

Unit 4 Anchor Texts:

“A Father and His Son in Mesopotamia”

“Writing in Mesopotamia”

“The Religion of Babylon”

“The Hanging Gardens of Babylon”

“People of the Nile”

“Writing in Ancient Egypt”

“Amon-Ra and the Gods of Ancient Egypt”

“Approaching the Great Pyramid”

“The Sphinx”

“The Story of Hatshepsut”

“Tutankhamun, The Golden Pharaoh” (Parts 1 and 2)

“Three World Religions”

“Judaism”

“Christianity”

“Islam”

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- What is the connection between two individuals, events, ideas, or pieces of information in a text?
- How do the illustrations and details in a text describe its key ideas?
- Can I identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)?
- Can I write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure?
- Can I participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)?
- Who are the people, places, things, and events with relevant details, expressing ideas and feelings clearly?
- Can I demonstrate command of the conventions of standard English grammar and usage when writing

or speaking?

- Can I ask and answer questions about key details in a text?
- Can I demonstrate understanding of spoken words, syllables, and sounds (phonemes)?
- Can I apply grade-level phonics and word analysis skills in decoding words?
- Can I read with sufficient accuracy and fluency to support comprehension?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- RL.1.1 Ask and answer questions about key details in a text.
- RF.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.1.3.b Decode regularly spelled one-syllable words
 - RF.1.3.d Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - RF.1.3.f Read words with inflectional endings.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
 - RF.1.4.a Read grade-level text with purpose and understanding.
 - RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ask and answer questions about key details in a text.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit 4 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph
- Domain Assessment
- **Skills**
- Read and write words with r-controlled vowels
- Review long vowel spellings, including digraphs
- Identify and use contractions
- Spell grade-level words correctly
- Divide multi-syllable words into parts
- Read and spell Tricky Words today, yesterday, tomorrow
- Read and write past tense verbs with -ed
- Compose descriptive writing pieces
- Mid-Year Assessment

Unit 4 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech

- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 5 Overview: Early American Civilizations

Unit 5 Knowledge Summary: Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and MachuPicchu. They are also introduced to the work of archaeologists who unearth ancient civilizations.

Unit 5 Skills Summary: Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.

Unit 5 Anchor Texts:

“The Maya: A Harvest and a Hurricane”

“The Maya: Journey to Baakal”

“The Maya: King Pakal’s Tomb”

“The Maya: The Festival of the First Star”

“The Aztec: The Legend of the Eagle and the Serpent”

“The Aztec: The Floating Gardens of Xochimilco”

“The Aztec: In the Palace of the Emperor”

“The Aztec: Cortés’s Letter”

“The Inca: Who Were the Inca”

“The Inca: The Runner”

“The Inca: Machu Picchu – A Lucky Discovery”

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Can I write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I ask and answer questions about key details in a text?
- Can I read prose and poetry of appropriate complexity for grade with prompting and support?
- Can I recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)?
- Do I know the spelling-sound correspondences for common consonant digraphs?
- Can I decode regularly spelled one-syllable words?
- Can I decode two-syllable words following basic patterns by breaking the words into syllables?
- Can I read words with inflectional endings?
- Can I read with sufficient accuracy and fluency to support comprehension?
- Can I read grade-level text with purpose and understanding?
- Can I read grade-level text orally with accuracy, appropriate rate, and expression on successive readings?
- Can I write opinion pieces in which I introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure?
- Can I use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)?
- Can I use frequently occurring adjectives?
- How do I produce and expand complete simple and compound declarative, interrogative, imperative,

and exclamatory sentences in response to prompts?

- How do I use end punctuation for sentences.?
- What are the conventional spellings for words with common spelling patterns and for frequently occurring irregular words?
- How do I identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.2 Identify the main topic and retell key details of a text.
- W.1.2 Write informative explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - RF.1.3b Decode regularly spelled one-syllable words.
 - RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - RF.1.3.f Read words with inflectional endings.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
 - RF.1.4a Read grade-level text with purpose and understanding.
 - RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - L.1.1f Use frequently occurring adjectives.
 - L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.1.2b Use end punctuation for sentences.
 - L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products

Science

- Climate Change-K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Identify the main topic and retell key details of a text.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Ask and answer questions about key details in a text.
- With prompting and support, read prose and poetry of appropriate complexity for grade.

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use frequently occurring adjectives.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Use end punctuation for sentences.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)

Unit 5 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph

Skills

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ch/, /j/, /v/, and /r/
- Review single and double-letter consonants
- Form plural nouns by adding -s, -es
- Write words with suffixes -ed or -ing
- Spell grade-level words correctly
- Identify and write different sentence types
- Use the writing process to compose a letter expressing an opinion

Unit 5 Assessments

Formative Assessments

- Check for Understanding

- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 6 Overview: Astronomy

Unit 6 Knowledge Summary: Students are introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, stars, moon, and other planets relate to the earth (given its position in space). They are also introduced to space exploration, including the Apollo Missions to the moon.

Unit 6 Skills Summary: Students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative.

Unit 6 Anchor Texts:

“Introduction to the Sun and Space”

“The Earth and the Sun”

“Stars”

“Stargazing and Constellations”

“The Moon”

“History of Space Exploration and Astronauts”

“Exploration of the Moon”

“The Solar System” (Parts 1 and 2)

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Can I identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)?
- Can I write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure?
- Can I write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?
- With guidance and support from adults, can I use a variety of digital tools to produce and publish writing, including in collaboration with peers?
- With guidance and support from adults, can I recall information from experiences or gather information from provided sources to answer a question?
- Can I ask and answer questions about key details in a text?
- Can I describe characters, settings, and major events in a story, using key details?
- Can I explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types?
- Can I compare and contrast the adventures and experiences of characters in stories?
- Can I demonstrate understanding of spoken words, syllables, and sounds (phonemes)?
- Do I know and can I apply grade-level phonics and word analysis skills in decoding words?
- Can I decode regularly spelled one-syllable words?
- Do I know final -e and common vowel team conventions for representing long vowel sounds.
- Can I read words with inflectional endings?
- Can I recognize and read grade-appropriate irregularly spelled words?

- Can I read grade-level text with purpose and understanding?
- Can I read grade-level text orally with accuracy, appropriate rate, and expression on successive readings?
- Can I describe people, places, things, and events with relevant details, expressing ideas and feelings clearly?
- Do I use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)?
- Do I use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)?
- Do I use conventional spelling for words with common spelling patterns and for frequently occurring irregular words?
- Can I spell untaught words phonetically, drawing on phonemic awareness and spelling conventions?
- Do I use sentence-level context as a clue to the meaning of a word or phrase?
- Can I identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*)?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.2 Identify the main topic and retell key details of a text
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- 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.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
 - RF.1.3b Decode regularly spelled one-syllable words.
 - RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
 - RF.1.3.f Read words with inflectional endings.
 - RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4a Read grade-level text with purpose and understanding

- RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase
- L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- Climate Change-K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinion

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Identify the main topic and retell key details of a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Ask and answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Compare and contrast the adventures and experiences of characters in stories.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Unit 6 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers
- Explore opinion writing by stating an opinion and supplying reasons to support it
- Domain Assessment

Skills

- Segment and blend two-syllable words
- Read and write spelling alternatives for /s/, /n/, /ng/, /w/
- Spell grade-level words correctly
- Use past, present, and future verb tenses
- Build phrases and expand sentences using adjectives
- Match pronouns to antecedents
- Use the writing process to compose a personal narrative
- Unit Assessment

Unit 6 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady

- Assessments in Linkit

Unit 7 Overview: The History of the Earth

Unit 7 Knowledge Summary: Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs. They will also learn about the inside of the earth and characteristics of its various layers. Students will also learn about the shape of the earth, the North and South Poles, and the equator.

Unit 7 Skills Summary: Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text.

Unit 7 Anchor Text:

“Our Home, Earth”

“The Earth Inside-Out” (Parts 1, 2 and 3)

“Minerals”

“The Three Types of Rocks”

“Fossils”

“Dinosaurs”

Essential Questions:

- How do I identify the main topic and retell key details of a text?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Do I know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text?
- Can I use the illustrations and details in a text to describe its key ideas?
- How do I write opinion pieces in which I introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure?
- Can I write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?
- Can I ask and answer questions about key details in a text?
- How do I describe characters, settings, and major events in a story, using key details?
- Can I recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)?
- How do I decode regularly spelled one-syllable words?
- Do I know final -e and common vowel team conventions for representing long vowel sounds?
- Can I read words with inflectional endings?
- Can I recognize and read grade-appropriate irregularly spelled words?
- Can I read grade-level text with purpose and understanding?
- Can I use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)?
- Can I use end punctuation for sentences?
- How do I use commas in dates and to separate single words in a series?
- Do I use conventional spelling for words with common spelling patterns and for frequently occurring irregular words?
- Can I identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*,

looked, looking)?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.2 . Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Identify the main topic and retell key details of a text.
- RF.1.1a . Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4a Read grade-level text with purpose and understanding.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.2b Use end punctuation for sentences.
- L.1.2c Use commas in dates and to separate single words in a series.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- Climate Change-K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Ask and answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.

- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Unit 7 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter

Skills

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ae/, /oe/
- Spell grade-level words correctly
- Identify and use plural nouns
- Identify and use correct noun-verb agreement
- Write sentences using conjunctions
- Use the writing process to compose instructional writing

Unit 7 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 8 Overview: Animals and Habitats

Unit 8 Summary: The students are introduced to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature.

Unit 8 Anchor Texts:

- “What is a Habitat?”
- “Animals of the Arctic Habitat”
- “Animals of the Sonoran Desert Habitat”
- “Animals of the East African Savanna Habitat”
- “Animals of the Temperate Deciduous Forest Habitat”
- “Animals of the Tropical Rainforest Habitat”
- “Animals of the Freshwater Habitat”
- “Animals of the Saltwater Habitat”
- “Habitat Destruction and Endangered Species”

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Can I write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I describe people, places, things, and events with relevant details, expressing ideas and feelings clearly?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.2 Identify the main topic and retell key details of a text.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science -*Climate Change*

- K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from

New Jersey and other regions of the United States contributed to the American national heritage.

- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Identify the main topic and retell key details of a text.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Unit 8 Student Learning Objectives

Overall Learning Outcomes

Unit 8 Knowledge:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers
- Domain Assessment

Unit 8 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments

- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 9 Overview: Fairy Tales

Unit 9 Summary: Students are introduced to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them as a unique type of fiction that still has the elements of character, plot, and setting that are found in other types of fiction. They will reference favorite fairytales that have been used for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations, and compare and contrast different tales.

Unit 9 Anchor Texts:

“Sleeping Beauty”

“Rumpelstiltskin”

“Rapunzel”

“The Frog Prince” (Parts 1 and 2)

“Hansel and Gretel” (Parts 1 and 2)

“Jack and the Beanstalk” (Parts 1 and 2)

Essential Questions:

- Can I retell stories, including key details, and demonstrate understanding of their central message or lesson?
- Can I describe characters, settings, and major events in a story, using key details?
- How do I compare and contrast the adventures and experiences of characters in stories?
- Can I write narratives in which I recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?
- Can I participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)?
- With guidance and support from adults, can I recall information from experiences or gather information from provided sources to answer a question?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major event(s) in a story, using key details
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinion

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Compare and contrast the adventures and experiences of characters in stories.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 9 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Deepen comprehension by identifying the elements of a fairy tale
- Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain
- Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale

Unit 9 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 10 Overview: A New Nation

Unit 10 Summary: Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle. The overriding focus of this domain is from the perspective of a rather wide lens (i.e., to emphasize the story of how the colonies became an independent nation).

Unit 10 Anchor Texts:

“The New World”

“A Taxing Time: The Boston Tea Party”

“The Shot Heard ‘Round the World”

“Declaring Independence”

“The Legend of Betsy Ross”

“George Washington, Commander in Chief”

“Will This War Never End?”

“A Young Nation is Born”

“Never Leave Until Tomorrow What You Can Do Today”

"Building a Nation with Words and Ideas"

Essential Questions:

- Can I ask and answer questions about key details in a text?
- Can I identify the main topic and retell key details of a text?
- Can I distinguish between information provided by pictures or other illustrations and information provided by the words in a text?
- Can I write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I ask and answer questions about key details in a text read aloud or information presented orally or through other media?
- Can I read emergent reader texts with purpose and understanding?
- Can I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
-

Performance Expectations

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Ask and answer questions about key details in a text read aloud or information presented orally or

through other media.

Unit 10 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph

Unit 10 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:

- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 11 Overview: Frontier Explorers

Unit 11 Summary: Students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, Thomas Jefferson and the Louisiana Purchase, the search for Northwest Passage water route and the struggles and successes of Lewis and Clark's expedition.

Unit 11 Anchor Texts:

“Daniel Boone and the Opening of the West”

“Crossing the Appalachian Mountains”

“Jefferson and Monroe”

“The Louisiana Purchase”

“Lewis and Clark”

“Lewis and Clark: The Journey Begins”

“Discovery and Danger on the Prairie”

“Sacagawea”

“Red Cedars and Grizzly Bears”

“Rivers and Mountains”

“To the Pacific and Back”

Essential Questions:

- Can I identify the main topic and retell key details of a text?
- How do I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure?
- With guidance and support from adults, can I recall information from experiences or gather information from provided sources to answer a question?
- Can I identify real-life connections between words and their use (e.g., note places at home that are *cozy*)?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

- RI.1.2 Identify the main topic and retell key details of a text
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- Climate Change-K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 3.4.D.16.: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.12: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

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

- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- With guidance and support from adults, recall information from experiences or gather information

from provided sources to answer a question.

- Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

Unit 11 Student Learning Objectives

Overall Learning Outcomes

Knowledge

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph

Unit 11 Assessments

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA End of Unit Assessments

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Performance Tasks/Use of Technology:

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