Wall Township Public Schools	Board Approval Date: 8/20/24

Grade 1 ELA

Introduction: During the school year, teachers will systematically build and reinforce foundational skills by using the i-Ready Magnetic Reading Foundations Program. Each unit provides emphasis on concepts of print, letter formation, phonological awareness, high frequency words, word analysis, and fluency. Teachers will establish a literature-rich environment by utilizing the series and trade books. Benchmark assessments will help the teacher determine what needs to be modeled in future mini-lessons and small groups.

Course Sequence & Pacing	
Unit Title	**MP/Weeks**
Unit 1: Friendship Friends work together to help each other to solve problems.	MP 1 - Weeks 1-6 Days 1-30
Unit 2: Create Every Day There are many different ways to be creative and express yourself.	MP 1 & 2- Weeks 7-12 Days 31-60
Unit 3: The Underwater World Many interesting animals and plants live underwater.	MP 2 & 3- Weeks 13-18 Days 61-90
Unit 4: Neighborhoods Neighborhoods are places where people work, live, shop, and have fun together.	MP 3 - Weeks 19-24 Days 91-120
Unit 5: Imagine That! Reading fiction stories and poems helps readers expand their imaginations as they meet heroic characters and explore unique places and times.	MP 4 - Weeks 25-30 Days 121-150
Unit 6: In the Sky People are able to see different objects in the sky depending on the weather and the Earth's position in relation to the sun.	MP 4 -Weeks 31-36 Days 151-180

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

Holocaust and genocides (N.J.S.A. 18A:35-28)
History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)
Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
Climate Change Please click here for specific examples (by subject)

Unit 1

Stage 1: Desired Results

Unit 1: Friendship

Unit Summary: Friends work together to help each other to solve problems. In this unit students will have opportunities to practice reading with short vowels and consonants.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

<u>Language Reading Foundational Skills</u>

Phonological Awareness

L.RF.1.2.Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words

F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old)

G. Recognize and read grade-appropriate irregularly spelled words.

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

a.Write the upper and lowercase alphabets from memory.

b.Write a common grapheme (letter or letter group) for each phoneme

c.Orally segment the phonemes in any single syllable, spoken word.

d.Recognize that each syllable is organized around a vowel sound.

L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single- syllable words (including those proficiencies listed in L.WF.K.2) with:

a.Short vowels and single consonants.

b.Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VI.1.3.B Sort words into categories (e.g., colors,clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Foundational Skills: Reading

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

Reading

RL.CR.1.1. Ask and answer questions about key details in a **literary** text (e.g., who, what, where, when, why, how).
RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Writing

W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts.
- a. Introduce an opinion.
- b. Support the opinion with facts or other information and examples related to the topic.
- c. Provide a conclusion

W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- a. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- b. Provide dialogue and/or description and details of experiences, events, or characters.
- c. Use transitional words to manage the sequence of events.
- d. Provide a reaction to the experiences or events.

W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- a. With prompts and support, identify audience and purpose before writing.
- b. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5.With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

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

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

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

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do you make new friends? • How can you be a good friend to others? • What is Phonemic Awareness? • How do we figure out a word we do not recognize?	• Phonological awareness is the understanding that spoken language is made up of sounds. • Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).

• Why do readers use different strategies or tools to help them as they read? • Why is it important to read accurately with ease? • Why is it important to understand how print works? • What is informational writing?	• Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. • Effective readers use appropriate strategies as needed to construct meaning. • Reading with accuracy and fluency aids in comprehension. • Informational/Explanatory texts provide facts about people, places, or things. • Writers explain what something is, how something happened, or how something works. • Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
Content-Students will know: **Phonics:** Short a, Consonants m, t, b, c, n, s, p, r, h, d Short i, Consonants f, g, k, l, x, j, qu, z, w, v, y Short o Short e Short u **Unit Words**: feel, friend, help, share **Super Words:** and, see, the, to, but, her, not, of, do, that, they, was, are, for, with, you, be, she, we	**Skills-Students will be able to:** *Students will be able to:* • Recognize and produce rhyme • Recognize and produce alliteration • Blend and segment onset and rime • Isolate (initial and medial), blend, identify and segment phonemes in single syllable words • Review consonants • Encode and decode words with short vowels • Reinforce letter formation • Understand how print works ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) • Read a connected text for accuracy • Recognize, read and spell grade level high frequency words • Engage in collaborative discussions with a partner or whole group. • Write the answer to a prompt in a complete sentence. **Comprehension (Ready Reading)** Unit 1 Opener (Module 1 Week 1)

	• Answer questions about key details in the story • Describing characters and major events, using details • Retell the story, including key details Read Aloud Lesson B (Module 1 Week 2) • Answer questions about key details in the story • Describe characters and major events using key details • Retell the story including key details Asking Questions (Lesson 1 - Module 1 Week 3) • Recognize that key details are important pieces of information in a story • Use both text and pictures to identify key details in stories, including characters, settings, and events • Ask and answer questions about keys details Read Aloud Lesson C (Module 1 Week 4) • Answer questions about key details in the story • Describe characters and major events, using key details • Retell the story, including key details Describe Characters (Lesson 2 Module 1 Week 5) • Identify words and phrases that indicate characters' feelings • Use words and pictures to support conclusions about characters' feelings • Describe characters' words and actions using key details • Understand how describing a character can help you better understand a story

Stage 2: Evidence of Student Learning
Summative Assessments: Unit 1 Check - Ready Reading Unit 1 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities, Word family word sorts (short vowels), Think Pair Share, Third party vendors and websites such as: Flipgrid and Kahoot
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources	
Skill: **Week 1:** Identify rhyming words. Isolate and pronounce syllables in single syllable words. Decode words with short a and consonants. Recognize and read grade level high-frequency words. Read fluently with accuracy Practice letter formation. **Week 2:** Recognize spoken alliteration Isolate and pronounce syllables in single syllable words. Decode words with short i and consonants. Blend sounds to produce single syllable words. Produce alliteration. Practice letter formation. Read fluently with accuracy. Accurately spell HF words. **Week 3:** Isolate and pronounce syllables in single syllable words. Decode words with short o and consonants. Blend sounds to produce single syllable words. Produce alliteration. Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 4:** Blend onset and rime Isolate phonemes Blend, Identify, Segment Phonemes Decode words with short e Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 5:** Segment Onset and Rime Isolate Phonemes (Medial) Short u	**Learning Activities:** **Suggested Small Group Learning Activities** **Learning Module 1: Week 1 (Days 1-5)** Match Consonant Letters and Sounds: m, t Distinguish Uppercase and Lowercase Letters Recognize Uppercase and Lowercase Letters Teach Vocabulary with Read Alouds Retell Literary Text Shades of Meaning Multiple-Meaning Words Fluency Implementation Guide Fluency Skill: Phrasing **Learning Module 1: Week 2 (Days 6-10)** Match Vowel Letters and Short Sounds Blend Phonemes Segment Words into Phonemes Teach Vocabulary with Read Alouds Teach New Word Meanings Retell Literary Text Make Connections to Words Fluency Implementation Guide Fluency Skill: Phrasing **Learning Module 1: Week 3 (Days 11-15)** Recognize Rhyme Blend Phonemes Segment Words into Phonemes Key Ideas and Details Use Multiple Strategies to Figure Out Word Meanings Fluency Implementation Guide Fluency Skill: Phrasing **Learning Module 1: Week 4 (Days 16-20)** Blend Onset and Rime Identify Medial Vowel Sounds Words with Final Digraph ck or Double Consonants

Inflectional Ending -ed Letter Formation Uu Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HR words. **Review Week:** Review and practice the skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words. Use knowledge gained from Ready® Reading Read Alouds and Lessons, such as describing characters, character feelings, and actions, in addition to important events. Practice speaking and listening skills	Teach Vocabulary with Read Alouds Suffixes -ful and -less Prefixes pre-, un-, re- Retell Literary Text Fluency Implementation Guide Fluency Skill: Phrasing **Learning Module 1: Week 5 (Days 21–25)** Distinguish Uppercase and Lowercase Letters Recognize Uppercase and Lowercase Letters Irregular High Frequency Words with Elkonin Boxes Inflectional Endings Without Spelling Changes Describe Characters Fluency Implementation Guide Fluency Skill: Phrasing **Learning Module 1: Review Week (Days 26–30)** Match Consonant Letters and Sounds: r, d Match Consonant Letters and Sounds: p, c Inflectional Endings Without Spelling Changes Irregular High Frequency Words with Elkonin Boxes Alliteration Fluency Implementation Guide Fluency Skill: Phrasing **Resources** Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading Word Building Cards Sound Spelling and Articulation Cards Super Word Cards Magnetic Readers Library Ready Reading Projectable Stories: *Happy Birthday Surprise!* Trade books: *The Empty Pot*, *The Polar Bear Son*, *My Rotten Redheaded Older Brother*, *Mice and Beans* Optional Read Alouds: A Friend for Mole, by Nancy Armo

	The Scarecrow, by Beth Ferry Friends, by Aiko Ikegami

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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

Suggested Strategies and Practices that Support English Language Learners:
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:
Provide Peer Tutoring

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

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

Specific Strategies and Practices that Support Gifted & Talented Students:
Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words
Ask Higher Order Thinking Questions

Unit 2

Stage 1: Desired Results

Unit 2: Create Every Day

Unit Summary: There are many different ways to be creative and express yourself. In this unit students will have the opportunities to practice reading consonant digraphs, beginning blends, and previously learned imagined phonics skills.

Unit 2 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Phonological Awareness

L.RF.1.2.Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words

F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old)

G. Recognize and read grade-appropriate irregularly spelled words.

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

a.Write the upper and lowercase alphabets from memory.

b.Write a common grapheme (letter or letter group) for each phoneme

c.Orally segment the phonemes in any single syllable, spoken word.

d.Recognize that each syllable is organized around a vowel sound.

L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single- syllable words (including those proficiencies listed in L.WF.K.2) with:

a.Short vowels and single consonants.

b.Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
c.Initial and final consonant blends (must, slab, plump).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why
I.Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VL.1.2.A
L.VI.1.3.B Sort words into categories (e.g., colors,clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.CI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
RI.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5 Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Writing

W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts.
a.Introduce an opinion.
b.Support the opinion with facts or other information and examples related to the topic.
c.Provide a conclusion
W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
a.Introduce a topic
b.Develop the topic with facts or other information and examples related to the topic.
c.Provide a conclusion.
W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
a.Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
b.Provide dialogue and/or description and details of experiences, events, or characters.
c.Use transitional words to manage the sequence of events.
d.Provide a reaction to the experiences or events.
W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
a.With prompts and support, identify audience and purpose before writing.
b.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WR.1.5.With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b.Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c.Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

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

Unit Essential Questions:

- What is something you like to create?
- How do you feel when you are making something to share with others?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is opinion writing?
- How is building fluency important?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things.
- Writers explain what something is, how something happened, or how something works.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Content-Students will know:

Phonics:

Digraphs: sh,th,ch,wh,ck,tch,ng
Beginning Blends bl,cl,fl,pl,st,sk,sm,sp
Unit Words:art, create, idea, music
Super Words: like, make, there, what, go no, so, which, from, have, look, or, about, out, play, were, by. come, my, some

Skills-Students will be able to:

Students will be able to:

- Recognize and produce rhyme
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate(initial and medial), blend, identify and
- segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels

	● Reinforce letter formation ● Understand how print works ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. **Comprehension (Ready Reading)**: Describing Characters (Lesson 2 - Module 2 Week 1) ● Identify words and phrases that indicate characters' feelings ● use words and pictures to support conclusions about characters in a story ● describe characters' words and actions using key details ● understand how describing a character can help you better understand a story Describing Setting (Lesson 3 - Module 2 Week 2) ● Recognize that a setting is when and where events in a story take place. ● Describe a setting based on key details in the text and the pictures. ● Understand how describing a setting can help you better understand a story. Describing Events (Lesson 4- Module 2 Week 3) ● Understand that a story has events. ● Identify major story events in sequence. ● Use details to describe major story events. ● Understand how describing events can help you understand a story. Central Message (Lesson 5- Module 2 Week 4) ● Identify the relationship between important story events and the central message

	• Identify the relationship between character's goal or problem and the central message • Use text evidence to determine the central message of the story • Understand that readers can learn important lessons by thinking about a story's message. Unit 2 Opener (Module 2 Week 5) • Identify the main topic of a text and sections within it • Ask and answer questions about key details • Identify how the information in the text is organized

Stage 2: Evidence of Student Learning
Summative Assessments: Unit 2 Check - Ready Reading Unit 2 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources	
Skill: **Week 1:** Blend Syllables Isolate Phonemes (Initial) Digraphs: sh, th, ch, wh Possessives with 's Words with Consonant Digraphs Letter Formation High Frequency Words Fluency **Week 2:** Segment Syllables Isolate Phonemes (Final) Digraphs th, sh, ck Inflectional Ending -ing Practice letter formation. Read fluently with accuracy. Accurately spell HF words.	**Learning Activities:** **Learning Module 2: Week 1 (Days 31-35)** Blend Phonemes Blend Syllables Irregular High Frequency Words with Elkonin Boxes Possessive Nouns: 's Words with Initial Consonant Digraphs Teach Vocabulary with Read Alouds Use Adjectives and Adverbs Retell Literary Text Fluency Implementation Guide Fluency Skill: Expression **Learning Module 2: Week 2 (Days 36-40)** Blend Phonemes Blend Syllables Words with Final Digraph ck or Double Consonants Irregular High Frequency Words with Elkonin Boxes

Week 3: Blend/Segment Onset and Rime Isolate, Identify, Substitute Phonemes Digraphs ch, tch, ng Inflections -s, es Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 4:** Blend/Segment Syllables Add, Delete, Phonemes Segment, Belend Phonemes Beginning Blends: bl, cl, fl, pl Inflectional Ending -ed -ing Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 5**: Blend/Segment Syllables Add, Delete Phonemes (Initial) Segment, Blend Phonemes Beginning Blends: st, sk, sm,sp Compound Words Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Review Week:** Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words. Practice speaking and listening skills, such as adding drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings. Make topical connections to Magnetic Reading Foundations, Unit 2.	Inflectional Endings Without Spelling Changes Words with Final Consonant Digraphs Story Elements Sort Words into Categories Fluency Implementation Guide Fluency Skill: Expression **Learning Module 2:Week 3 (Days 41-45)** Blend Phonemes Blend Onset and Rime Segment Onset and Rime Substitute Phonemes Irregular High Frequency Words with Elkonin Boxes Inflectional Endings Without Spelling Changes Words with Final Consonant Digraphs Story Elements Sequence of Events Fluency Implementation Guide Fluency Skill: Expression **Learning Module 2:Week 4 (Days 46-50)** Inflectional Endings Without Spelling Changes Words with Initial l, r Blends Inflectional Endings With Spelling Changes Recognize Synonyms Determine Message, Lesson, or Moral Fluency Implementation Guide Fluency Skill: Expression **Learning Module 2:Week 5 (Days 51-55)** Segment Syllables Phoneme Manipulation Irregular High Frequency Words with Elkonin Boxes Words with Initial s Blends Decode Compound Words Teach Vocabulary with Read Alouds Teach New Word Meanings Retell Informational Text Fluency Implementation Guide Fluency Skill: Expression

	Learning Module 2:Review Week (Days 56-60) Inflectional Endings Without Spelling Changes Words with Initial l, r Blends Inflectional Endings With Spelling Changes Segment Syllables Phoneme Manipulation Irregular High Frequency Words with Elkonin Boxes Words with Initial s Blends Decode Compound Words Fluency Implementation Guide Fluency Skill: Expression **Resources** Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading Word Building Cards Sound Spelling and Articulation Cards Super Word Cards Magnetic Readers Library Trade books: *Who Eats What?*, *Butterflies and Moths*, *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* Optional Read Alouds: The Electric Slide and Kai, by Kelly J. Baptist Song in the City, by Daniel Bernstrom Frankie Frog and the Throaty Croakers, by Freya Hartas

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:
Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

Follow All 504 Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)

Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Picture Instructions
Small Group Instruction- Guided Reading and Guided Writing
Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 3

Stage 1: Desired Results

Unit 3: The Underwater World

Unit Summary: Many interesting animals and plants live underwater. In this unit students will have the opportunities to practice reading consonant a-e spellings, and previously learned phonics skills.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Phonological Awareness

L.RF.1.2.Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A.Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words

C. Know final -e and common vowel team conventions for representing long vowel sounds.

D.Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old)

G. Recognize and read grade-appropriate irregularly spelled words.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

a.Write the upper and lowercase alphabets from memory.

b.Write a common grapheme (letter or letter group) for each phoneme

c.Orally segment the phonemes in any single syllable, spoken word.

d.Recognize that each syllable is organized around a vowel sound.

L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single- syllable words (including those proficiencies listed

in L.WF.K.2) with:
a.Short vowels and single consonants.
b.Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
c.Initial and final consonant blends (must, slab, plump).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why
I.Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VI.1.3.B Sort words into categories (e.g., colors,clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Writing

W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts.
a.Introduce an opinion.
b.Support the opinion with facts or other information and examples related to the topic.
c.Provide a conclusion
W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
a.Introduce a topic
b.Develop the topic with facts or other information and examples related to the topic.
c.Provide a conclusion.
W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
a.With prompts and support, identify audience and purpose before writing.
b.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WR.1.5.With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Reading

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

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
RI.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5 Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Speaking and Listening

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b.Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c.Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

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

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g.

transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- Which animals do you know about that live in the sea?
- What do you know about them?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is informational writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things.
- Writers explain what something is, how something happened, or how something works.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Content-Students will know:

Phonics:

Beginning Blends cr, fr, dr, tr, br, gr, sn, sw
3-Letter Consonant: scr-, spl-, spr-, str-
Ending Blends: -sk, -st, -mp, -nd, -nt
Long a: a_e; Short a
Unit Words:art, animal, deep, sea, water
Super Words: into, more, one, your, could, great, said, would, all, small, their, through, any, many, most, want, other, people, too, write

Skills - *Students will be able to:*

- Recognize and produce rhyme
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate(initial and medial), blend, identify and
- segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
  - Book orientation /turning pages
  - Text direction
  - Distinguish letters from words within sentences
  - Match print to speech

	○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. **Comprehension (Ready Reading)** Module 3 Week 1 ● Identify the main topic of a text and sections within it ● Ask and answer questions about key details ● Identify how the information in the text is organized Asking Questions (Lesson 6- Module 3 Week 2) ● Identify key details in informational text and text features ● Ask who, what, when, why, how questions about key details in the text ● Answer who, what, when, where, why, and how questions with text based evidence ● Understand how asking and answering questions helps readers comprehend informational text. Main Topic (Lesson 7 - Module 3 Week 3) ● Understand that a main topic is what a text is mostly about ● Recognize that key details are pieces of information that tell about the main topic ● Identify the main topic and key details ● Understand that finding the main topic and key details can help you better understand what you read. Read Aloud G (Module 3 Week 4) ● Identify the main topic of a text and sections within it ● Ask and answer questions about key details ● Identify how the information in the text is organized Describing Connections (Lesson 8 - Module 3 Week 5) ● Identify text clues that signal sequence, cause and effect, and other types of connections ● Explain how ideas and events in a text are connected ● Recognize how describing connections between text events and ideas helps readers understand and remember key details

Stage 2: Evidence of Student Learning
Summative Assessments: Unit 3 Check - Ready Reading Unit 3 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resource	
Skill: **Week 1:** Blend, Segment, Phonemes Add, Delete, Substitute Phonemes Beginning r-Blends: fr, cr, dr, tr Short Vowel Syllable Patterns Words with Beginning Blends Letter Formation High Frequency Words Fluency **Week 2:** Blend, Add, Segment Phonemes Blends: gr, br, sn, sw Inflectional Endings - ed, ing Words with Beginning Blends Practice letter formation. Read fluently with accuracy. Accurately spell HF words. **Week 3:** Blend, Add, Segment Phonemes Three Letter Blends: scr, spl, str, spr Contractions with ‘s Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 4:** Blend/Segment Add Phonemes	**Learning Activities:** **Learning Module 3: Week 1 (Days 61-65))** Segment Words into Phonemes Substitute Phonemes Manipulate Phonemes Initial l,r blends Closed Syllables Teach Vocabulary with Read Alouds Retell Informational Text Sort Words into Categories Fluency Implementation Fluency Skill: Intonation/Inflection **Learning Module 3: Week 2 (Days 66-70)** Add Phonemes Delete Phonemes Inflectional Endings Without Spelling Changes Words with Initial s Blends Key Ideas and Details Categorize and Classify Information Recognize Synonyms Fluency Implementation Guide Fluency Skill: Intonation/Inflection **Learning Module 3: Week 3 (Days 71-75)** Segment Words into Phonemes Manipulate Phonemes Irregular High Frequency Words with Elkonin Boxes Words with Initial s Blends

Ending Blends: st, sk,nd, nt, mp Contractions with not Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 5**: Blend, Segment, Add Phonemes Long a: a_e Plurals (with CVCe Words) Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Review Week:** Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words. Practice the writing skills learned in the Ready Reading Writing Activities, such as Read Aloud B: Research and Write and Read Aloud E: Write to Answer a Question. Practice speaking and listening skills, such as describing things with relevant details and expressing ideas clearly. Make topical connections to Magnetic Reading Foundations, Unit 3.	Words with Contractions with ‘s Understand Contractions Identify Main Idea Predict the Topic of a Book Fluency Implementation Guide Fluency Skill: Intonation/Inflection **Learning Module 3: Week 4 (Days 76-80)** Add Phonemes Manipulate Phonemes Irregular High Frequency Words with Elkonin Boxes Understand Contractions Words with Final Consonant Blends Teach Vocabulary with Read Alouds Retell Informational Text Use Context to Find Word Meaning Shades of Meaning Fluency Implementation Guide Fluency Skill: Intonation/Inflection **Learning Module 3: Week 5 (Days 81-85)** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Distinguish Short and Long Vowel Sounds Long-Vowel Words with Final e Irregular High Frequency Words with Elkonin Boxes Cause and Effect Make Connections to Words Fluency Implementation Guide Fluency Skill: Intonation/Inflection **Learning Module 3: Review Week (Days 86-90)** Add Phonemes Manipulate Phonemes Delete Phonemes Blend Phonemes Segment Words into Phonemes Substitute Phonemes Distinguish Short and Long Vowel Sounds Long-Vowel Words with Final e Irregular High Frequency Words with Elkonin Boxes Fluency Implementation Guide

	Fluency Skill: Intonation/Inflection **Resources** Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading Word Building Cards Sound Spelling and Articulation Cards Super Word Cards Magnetic Readers Library Ready Reading Projectable Stories: *Sometimes*, *Iḿ Staying Home from School Today* Trade books: *Mike Mulligan and His Steam Shovel*, *The Polar Bear Son*, *The Empty Pot*, *Butterflies and Moths*, *Elizabeth Leads the Way*, *Earthworms*, *My Rotten Redheaded Older Brother* Optional Read Alouds: Octopus Escapes Again, by Laurie Ellen Angus Over the Ocean in a Coral Week, by Marianne Berkes Underwater Homes, by Therese Hopkins

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language

skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.

Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Supplemental Reading - engaging projects

Unit 4

Stage 1: Desired Results

Unit 4: Neighborhoods

Unit Summary: Neighborhoods are places where people work, live, shop, and have fun together. In this unit students will have the opportunities to practice reading VCe spellings for long vowel teams, soft consonants, and previously learned phonics skills.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Phonological Awareness

L.RF.1.2.Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A.Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words

C. Know final -e and common vowel team conventions for representing long vowel sounds.

D.Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old)

G. Recognize and read grade-appropriate irregularly spelled words.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Foundational Skills: Writing

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

a.Write the upper and lowercase alphabets from memory.

b.Write a common grapheme (letter or letter group) for each phoneme

c.Orally segment the phonemes in any single syllable, spoken word.

d.Recognize that each syllable is organized around a vowel sound.

L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single- syllable words (including those proficiencies listed in L.WF.K.2) with:
a.Short vowels and single consonants.
b.Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
c.Initial and final consonant blends (must, slab, plump).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why
I.Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VI.1.3.B Sort words into categories (e.g., colors,clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Writing

W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
a.Introduce a topic
b.Develop the topic with facts or other information and examples related to the topic.
c.Provide a conclusion.
W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
a.Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
b.Provide dialogue and/or description and details of experiences, events, or characters.
c.Use transitional words to manage the sequence of events.
d.Provide a reaction to the experiences or events.
W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
a.With prompts and support, identify audience and purpose before writing.
b.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WR.1.5.With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Reading

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
RI.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5 Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Speaking and Listening

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b.Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c.Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

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

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

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

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- How do neighborhoods help each other? How can you be a good neighbor?
- What is phonemic awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why do readers ask and answer questions before, during, and after reading?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is narrative writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things.
- Writers explain what something is, how something happened, or how something works.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Content-Students will know:

Phonics:

Long o, i, u, e, a
Soft c and g

Unit Words:here, live, neighbor, work
Super Words: down, over, these, who, also, first, how, new, been, change, once, only, away, because, each, where, around, found, good, now

Skills-Students will be able to:

Students will be able to:

- Recognize and produce rhyme
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate(initial and medial), blend, identify and
- segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
    - Book orientation /turning pages

	○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. **Comprehension (Ready Reading)**: Feeling Words (Lesson 9 - Module 4 Week 1) ● Identify words and phrases that explicitly describe an author's or character's feelings ● Identify words and phrases that imply an author's or character's feelings ● Use text evidence to draw conclusions about an author's or character's feelings Read Aloud H (Module 4 Week 2) ● Answer questions about key details in the story ● describe characters and major events, using key details ● Retell the story, including key details Sensory Words (Lesson 10 - Module 4 Week 3) ● Identify sensory words and phrases used to describe details in a poem ● Identify sensory words and phrases to describe details in a story ● Understand how sensory words help readers picture what is happening in a text Types of Books (Lesson 11- Module 4 Week 4) ● Use characteristics of a text to identify a fiction books and an information book ● Compare and contrast fiction and information books ● Understand purposes for reading fiction and informational books Who is Telling the Story (Lesson 12- Module 4 Week 5) ● Recognize that a narrator can be the author of a character in the story ● Identify who is narrating the story

	• Use textual evidence to support conclusions about who is narrating the story

Stage 2: Evidence of Student Learning
Summative Assessments: Unit 4 Check - Ready Reading Unit 4 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources	
Skill: **Week 1:** Blend, Segment, Phonemes Long o Long i Letter Formation High Frequency Words Fluency **Week 2** Blend, Segment Phonemes Long u Long e Inflectional Endings: ed, ing Practice letter formation. Read fluently with accuracy. Accurately spell HF words. **Week 3:** Blend, Segment Phonemes Soft c, g Inflectional Endings- ed, ing Words with Soft c, dge Practice letter formation. Read fluently with accuracy.	**Learning Activities:** **Learning Module 4: Week 1 (Days 91-95)** Segment Words into Phonemes Substitute Phonemes Phoneme Manipulation Distinguish Short and Long Vowel Sound Long-Vowel Words with Final e Irregular High Frequency Words with Elkonin Boxes Final e Syllable Make Inferences Shades of Meaning Fluency Implementation Guide Fluency Skill: Rate & Accuracy **Learning Module 4: Week 2 (Days 96-100)** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Identify Medial Vowel Sounds Phoneme Manipulation Distinguish Short and Long Vowel Sounds Long Vowel Words with Final e Irregular High Frequency Words Inflectional Endings

Accurately recognize, read & spell HF words. **Week 4:** Blend/Segment Phonemes Long a: ai, ay Prefixes re, un Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Week 5**: Blend, Segment, Add Phonemes Long e: e, ee, ea Suffixes- ful, less Practice letter formation. Read fluently with accuracy. Accurately recognize, read & spell HF words. **Review Week:** Practice speaking and listening skills, such as following agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics under discussion). Review or introduce the first grade math skill of building and drawing shapes to possess defining attributes. Make topical connections to Magnetic Reading Foundations, Unit 4.	Teach Vocabulary with Read Alouds Compound Words **Learning Module 4: Week 3 (Days 101-105)** Blend Phonemes Segment Words into Phonemes Irregular High Frequency Words Inflectional Endings without Spelling Changes Inflectional Ending with Spelling Changes Words with Soft c or g Antonyms Synonyms Identify Descriptive Language **Learning Module 4: Week 4 (Days 106-110)** Blend Phonemes Segment Words into Phonemes Phoneme Manipulation Delete Phonemes Irregular High Frequency Words Two Syllable Words with Prefixes and Suffixes Words with Long Digraphs Sort Words **Learning Module 4: Week 5 (Days 111-115)** Blend Phonemes Segment Words into Phonemes Add Phonemes Phoneme Manipulation Irregular High Frequency Words Two Syllable Words with Prefixes and Suffixes Words with Long Vowel Digraphs Teach New Word Meanings **Learning Module 4: Week 6 (Days 116-120)** Inflectional Endings Without Spelling Changes Inflectional Endings with Spelling Changes Delete Phonemes Blend Phonemes Segment Words into Phonemes

	Add Phonemes Phoneme Manipulation Irregular High Frequency Words Two Syllable Words with Prefixes and Suffixes Words with Long Digraphs **Learning Module 4: Resources** Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading Word Building Cards Sound Spelling and Articulation Cards Super Word Cards Magnetic Readers Library Ready Reading Projectable Stories: *Famous Women: Susan B. Anthony* Trade books: *Earthworms*, *Elizabeth Leads the Way*, *Who Eats What?* Optional Read Alouds: Rooftop Garden, by Pati Aguilera The Little House, by Virginia Lee Burton Good Morning, City, by Pat Kiernan

Suggested Activities for Differentiation
Suggested Strategies and Practices that Support Students with Disabilities: Follow All IEP Modifications Articulation videos (iReady Teacher Toolbox) Classroom Visuals (Vowel Valley, Sound Walls) Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) Introduce Key Vocabulary Before Lesson Teacher Reads Aloud Daily Choral Reading Chants, Songs (ex: The Vowel Song on Youtube) Small Group Instruction- Guided Reading and Guided Writing Flexible Grouping Use Books On Tape (Listening Center) Allow Extra Time To Complete Assignments Or Tests Allow Answers To Be Given Orally Or Dictated Provide Picture Instructions

Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

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

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

Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:
Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words
Ask Higher Order Thinking Questions

Unit 5

Stage 1: Desired Results

Unit 5: Imagine That!

Unit Summary: Reading fiction stories and poems helps readers expand their imaginations as they meet heroic characters and explore unique places and times. In this unit students will have the opportunities for children to practice reading long vowels, vowel teams, r-controlled vowels, and previously learned phonics skills.

Unit 5 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Print Concepts

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

Phonological Awareness

L.RF.1.2.Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A.Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words

C. Know final -e and common vowel team conventions for representing long vowel sounds.

D.Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old)

G. Recognize and read grade-appropriate irregularly spelled words.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

a.Write the upper and lowercase alphabets from memory.

b.Write a common grapheme (letter or letter group) for each phoneme
c.Orally segment the phonemes in any single syllable, spoken word.
d.Recognize that each syllable is organized around a vowel sound.
L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single- syllable words (including those proficiencies listed in L.WF.K.2) with:
a.Short vowels and single consonants.
b.Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
c.Initial and final consonant blends (must, slab, plump).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why
I.Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
a.Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VI.1.3.B Sort words into categories (e.g., colors,clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Writing

W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts.
a.Introduce an opinion.
b.Support the opinion with facts or other information and examples related to the topic.
c.Provide a conclusion
W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
a.Introduce a topic
b.Develop the topic with facts or other information and examples related to the topic.
c.Provide a conclusion.
W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
a.With prompts and support, identify audience and purpose before writing.
b.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5.With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Reading

Key Ideas and Details

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
RI.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5 Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6 With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RL.CT.1.8 Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Speaking and Listening

Comprehension and Collaboration

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b.Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c.Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

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

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

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

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- What makes someone a hero?
- Who do you think is a hero?
- What is a problem you have had?
- What action did you take to try to solve your problem?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is narrative writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things.
- Writers explain what something is, how something happened, or how something works.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Content-Students will know:

Phonics:

Skills-*Students will be able to:*

- Recognize and produce rhyme

Long o (o, oa,ow) Long i (i,y,igh) Long e (y,ey) r-controlled vowel ar,er,ir,ur **Unit Words**:action, hero, mood, problem **Super Words:** find, light, little, right, before, buy, even, our, every, pretty, think, very, called, help, know, walk, answer, picture, water,	• Recognize and produce alliteration • Blend and segment onset and rime • Isolate(initial and medial), blend, identify and • segment phonemes in single syllable words • Review consonants • Encode and decode words with short vowels • Reinforce letter formation • Understand how print works ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) • Read a connected text for accuracy • Recognize, read and spell grade level high frequency words • Engage in collaborative discussions with a partner or whole group. • Write the answer to a prompt in a complete sentence. **Comprehension (Ready Reading)**: Module 5 Week 1 • Identify the main topic of a text and sections within it • Ask and Answer questions about key details • Identify how the information in the text is organized Finding Word Meanings (Lesson 13 - Module 5 Week 2) • Relate prior knowledge to text evidence in order to draw conclusions about word meaning • Explain the specific meanings of unknown words as they are used in the text • Locate text and picture evidence that helps determine or clarify the meaning of words and phrases • Ask and answer questions tod determine or clarify the meaning of words and phrases in a text Text Features (Lesson 14 - Module 5 Week 3) • Recognize that text features are parts of a book that guide readers in finding information • Use text features such as headings, tables of contents, and glossaries to find information in a book

	• Understand why authors include text features and how they help readers find information More Text Features (Lesson 15 - Module 5 Week 4) • Recognize that digital text features guide readers in finding information • use digital text features to find information • Understand how digital text features help readers find information Words and Pictures (Lesson 16 - Module 5 Week 5) • Understand that both words and visuals provide information in books • Recognize that visuals often provide information beyond the words • Differentiate between information provided by words and information provided by visuals • Understand that using both words and visuals can help you learn more about a topic

Stage 2: Evidence of Student Learning
Summative Assessments: Unit 5 Check - Ready Reading Unit 5 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources	
Skill: **Week 1:** Blend, Segment, Delete Identify Long o: o, oa, ow Long Vowel Syllable Patterns Spelling words with long o Letter Formation High Frequency Words Fluency	**Learning Activities:** **Learning Module 5: Week 1 (Days 121-125)** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Manipulate Phonemes Delete Phonemes Irregular High Frequency Words with Elkonin Boxes Fluency Implementation Guide

Week 2:
Blend, Segment Add Phonemes
Long i: i, y, igh
Inflectional Ending -ed
Words with Long i: i, y. igh
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3:
Blend, Segment, Identify Phonemes
Isolate Phonemes (Final)
Long e: y, ey
Plurals (change y to i before adding -es)
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:
Blend, Segment, Identify Phonemes
r- Controlled Vowel ar
r- Controlled Vowel Syllable Patterns
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:
Blend/Segment Identify Syllables
r- Controlled Vowels er, ir, ur
Comparative Inflectional Endings er, est
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Review Week:
Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words.

Fluency Skill: Intonation/Inflection
Words with Long Vowel Digraphs
Open Syllable Patterns
Teach Vocabulary with Read Alouds
Use Adjectives and Adverbs

Learning Module 5: Week 2 (Days 126-130)
Blend Phonemes
Segment Words into Phonemes
Substitute Phonemes
Add Phonemes
Manipulate Phonemes
Irregular High Frequency Words with Elkonin Boxes
Inflectional Endings With Spelling Changes
Words with Long Vowel Digraphs
Use Context to Find Word Meaning
Synonyms

Learning Module 5: Week 3 (Days 131-135)
Blend Phonemes
Segment Words into Phonemes
Substitute Phonemes
Irregular High Frequency Words with Elkonin Boxes
Inflectional Endings With Spelling Changes
Words with Long Vowel Digraphs
Match y to Long i and Long e
Use Text Features
Multiple-Meaning Words

Learning Module 5: Week 4 (Days 136-140)
Blend Phonemes
Segment Words into Phonemes
Substitute Phonemes
Add Phonemes
Manipulate Phonemes
Irregular High Frequency Words with Elkonin Boxes
r-Controlled Syllables
Words with r-Controlled Vowels
Use Multiple Strategies to Figure Out Word Meanings

Practice the writing and content knowledge learned in Ready Reading Unit 1: Key Ideas and Details in Literature, Unit 3: Craft and Structure in Literature, and Unit 5: Integration of Knowledge and Ideas in Literature. Practice speaking and listening skills, such as asking and answering questions about what a speaker says in order to gather additional information or to seek clarity. Make topical connections to Magnetic Reading Foundations, Unit 5.	**Learning Module 5: Week 5 (Days 141-145)** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Irregular High Frequency Words with Elkonin Boxes Inflectional Endings With Spelling Changes Words with r-Controlled Vowels Make Connections to Words **Learning Module 5: Review Week (Days 146-150)** Match y to Long i and Long e Blend Phonemes Segment Words into Phonemes Substitute Phonemes Irregular High Frequency Words with Elkonin Boxes Inflectional Endings With Spelling Changes Words with r-Controlled Vowels **Resources** Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading Word Building Cards Sound Spelling and Articulation Cards Super Word Cards Magnetic Readers Library Ready Reading Projectable Stories: *Happy Birthday Surprise!* Trade books: *My Rotten Redheaded Older Brother*, *Mice and Beans*, *The Polar Bear Son*, *Mike Mulligan and His Steam Shovel* Optional Read Alouds: The Mitten, by Jim Aylesworth What the Ladybug Heard, by Julia Donaldson The Boy Who Cried Wolf, by B. G. Hennessy

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Supplemental Reading - engaging projects

Unit 6

Stage 1: Desired Results

Unit 6: In the Sky!

Unit Summary: People are able to see different objects in the sky depending on the weather and the Earth's position in relation to the sun. In this unit students will have the opportunities to practice reading r-controlled vowels, diphthongs, variant vowels, and previously learned phonic concepts.

Unit 6 Learning Targets

NJSLS Grade Level Standards:

Phonological Awareness

L.RF.1.2.Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A.Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words

C. Know final -e and common vowel team conventions for representing long vowel sounds.

D.Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old)

G. Recognize and read grade-appropriate irregularly spelled words.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

a.Write the upper and lowercase alphabets from memory.

b.Write a common grapheme (letter or letter group) for each phoneme

c.Orally segment the phonemes in any single syllable, spoken word.

d.Recognize that each syllable is organized around a vowel sound.

L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single- syllable words (including those proficiencies listed

in L.WF.K.2) with:
a.Short vowels and single consonants.
b.Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
c.Initial and final consonant blends (must, slab, plump).
L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why
I.Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
a.Choose flexibly from an array of strategies to determine the meaning of words and phrases
b.Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
B. Sort words into categories (e.g., colors,clothing) to gain a sense of the concepts the categories represent.
C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading

Key Ideas and Details

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
RI.IT.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various

text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5 Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6 With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8 Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)
RI.CT.1.8 Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
a.Introduce a topic
b.Develop the topic with facts or other information and examples related to the topic.
c.Provide a conclusion.
W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
a.Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
b.Provide dialogue and/or description and details of experiences, events, or characters.
c.Use transitional words to manage the sequence of events.
d.Provide a reaction to the experiences or events.
W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
a.With prompts and support, identify audience and purpose before writing.
b.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WR.1.5.With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic..
W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

Comprehension and Collaboration

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b.Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c.Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Curricular Connections	
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.	
Computer Science & Design Thinking (*CS & DT***):** 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.	
Interdisciplinary Connections: 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs). 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	
Unit Essential Questions: ● When does the moon appear in the sky? ● How does the moon seem to change? ● What is the weather like today? ● What types of weather do you like best? ● What is Phonemic Awareness? ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works? ● What is informational writing?	**Unit Enduring Understandings:** ● Phonological awareness is the understanding that spoken language is made up of sounds. ● Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
Content-Students will know: **Phonics:**	**Skills-***Students will be able to:* ● Recognize and produce rhyme

r-controlled vowels or, oar, ore Diphthongs ou, ow, oi, oy Variant Vowels oo,ue,ew,au,aw,a(i) **Unit Words**:appear, Earth, moon, weather **Super Words:** again, does, soon, year, always, done, give, here, another, live, move, near, goes, learn, school, work, air, full, pull, together	• Recognize and produce alliteration • Blend and segment onset and rime • Isolate(initial and medial), blend, identify and • segment phonemes in single syllable words • Review consonants • Encode and decode words with short vowels • Reinforce letter formation • Understand how print works ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) • Read a connected text for accuracy • Recognize, read and spell grade level high frequency words • Engage in collaborative discussions with a partner or whole group. • Write the answer to a prompt in a complete sentence. **Comprehension (Ready Reading)** Unit 5 Opener (Module 6 Week 1) • Use story details to tell about characters, setting, or events • Use pictures to tell about characters, setting, or events • Use pictures to find more evidence about story details than the words tell • Understand how words and pictures help readers describe characters, setting, or events Comparing Characters (Lesson 18 Module 6 Week 2) • Identify similarities between the experiences of the main character in two different stories • Identify differences between the experiences of the main character in two different stories • Understand how comparing and contrasting the experiences of characters helps you better understand the characters Unit 6 Opener (Lesson 19 Module 6 Week 3) • Use details from the words in a text to tell about its key ideas

	• Use details from the illustrations in a text to tell about its key details • Understand how words and illustrations in a text work together to help readers describe it key ideas Identifying Reasons (Lesson 20 Module 6 Week 4) • Identify key points in a text • Identify reasons that support key points • Understand how identifying reasons can help you better understand a key point Comparing Two Texts (Lesson 21 Module 6 Week 5) • Identify basic similarities and differences between the illustrations in two texts • Identify basic similarities and differences between the words in two texts • Understand that comparing texts on the same topic can help readers better understand that topic • Understand that comparing texts on the same topic can help readers better understand each text

Stage 2: Evidence of Student Learning
Summative Assessments: Unit 6 Check - Ready Reading Unit 6 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources	
Skill: **Week 1:** Blend, Segment Identify Substitute Phonemes r- Controlled Vowels or, oar, ore Consonant + le Syllable Patterns Words with or, oar, ore Letter Formation High Frequency Words	**Learning Activities:** **Learning Module 6: Week 1 (Days 151-155)** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Irregular High Frequency Words with Elkonin Boxes Words with r-Controlled Vowels

Fluency

Week 2:
Blend, Segment, Add, Identify
Diphthongs ou, ow
Compound Words
Words with ut, ow
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3
Blend, Segment, Add, Identify Phonemes
Diphthongs oi, oy
Vowel Team Syllable Patterns
Words with oi, oy
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:
Blend, Segment, Add Phonemes
Variant Vowel oo (book)
Variant vowel oo (room) ue, ew
Irregular Plurals
Words with Variant Vowels
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:
Blend/Segment, Delete, Identify Syllables
Variant Vowels au, aw a(l)
Suffix- ly
Words with Variant Vowels
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Review Week:
Final Stable Syllables: le, el, al
Two-Syllable Words with Short Vowels
Make Connections to Words
Fluency Implementation Guide
Fluency Skill: Rate & Accuracy

Learning Module 6: Week 2 (Days 156-160)
Blend Phonemes
Segment Words into Phonemes
Substitute Phonemes
Add Phonemes
Phoneme Manipulation
Irregular High Frequency Words
Words with Vowel Diphthongs and Digraphs
Decode Compound Words
Sort Words by Categories

Learning Module 6: Week 3 (Days 161-165)
Blend Phonemes
Segment Words into Phonemes
Substitute Phonemes
Add Phonemes
Phoneme Manipulation
Irregular High Frequency Words with Elkonin Boxes
Words with Vowel Diphthongs and Digraphs
Distinguish Open and Closed Syllables
Teach New Word Meanings

Learning Module 6: Week 4 (Days 166-170)
Blend Phonemes
Segment Words into Phonemes
Substitute Phonemes
Add Phonemes
Phoneme Manipulation
Irregular High Frequency Words
Words with Vowel Diphthongs and Digraphs
Irregular Plurals
Identify Supporting Reasons
Compound Words

Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words. Practice speaking and listening skills, such as participating in collaborative conversations with diverse partners about age-appropriate topics with peers and adults in small and large groups. Make topical connections to Magnetic Reading Foundations, Unit 6.	**Learning Module 6: Week 5 (Days 171-175)** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Phoneme Manipulation Irregular High Frequency Words with Elkonin Boxes Words with Vowel Diphthongs and Digraphs Words with Variant Vowel a(l): alk, alt, all Sort Words by Categories and Attributes **Learning Module 6: Review Week (Days 176-180)/** Blend Phonemes Segment Words into Phonemes Substitute Phonemes Phoneme Manipulation Delete Phonemes Irregular High Frequency Words with Elkonin Boxes Words with Vowel Diphthongs and Digraphs Words with Variant Vowel a(l): alk, alt, all **Resources** Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading Word Building Cards Sound Spelling and Articulation Cards Super Word Cards Magnetic Readers Library Magnetic Reading Projectable Stories: *Upsetting the Balance*, *Famous Women: Susan B. Anthony* Trade books: *Butterflies and Moths*, *Elizabeth Leads the Way*, *Earthworms*, Optional Read Alouds: Moonlight, by Grace Hansen What Kind of Clouds?, by Nadia Higgins Nadia Higgins A Big Mooncake for Little Star, by Grace Lin

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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

Suggested Strategies and Practices that Support English Language Learners:
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:
Provide Peer Tutoring
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Immediate Praise And Feedback
Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)

Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

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