

ESSEX FELS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Grade: 1

ABSTRACT

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

ESSEX FELLS PUBLIC SCHOOL

Grade 1 English Language Arts

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Fiction/Informational <i>Sept-Dec</i> <i>(12 Weeks)</i>	Fiction/Informational <i>Dec-Mar</i> <i>(12 Weeks)</i>	Fiction/Informational <i>Mar-June</i> <i>(12 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-Reading: L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension RL.CR.1.1 Ask and answer questions about key details in a literary text (e.g.who, what, where, when, why, how). RL.CI.1.2. Determine the central	NJSLS-Reading: L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension RL.CR.1.1 Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central	NJSLS-Reading: L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension RL.CR.1.1 Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central message

	message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.PP.1.5. Identify who is telling the story at various points in a text RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 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.CR.1.1. Ask and answer questions about key details in an informational text (e.g. who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g. who, what, where, when, why, how). 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. RI.RS.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,	message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g. follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. RL.PP.1.5. Identify who is telling the story at various points in a text RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 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.CR.1.1. Ask and answer questions about key details in an informational text (e.g. who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g. who, what, where, when, why, how). 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.	and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g. follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. RL.PP.1.5. Identify who is telling the story at various points in a text RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 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.CR.1.1. Ask and answer questions about key details in an informational text (e.g. who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g. who, what, where, when, why, how). 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. RI.RS.1.4 With prompting and support, explain major differences between books
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	icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. RI.MF.1.6 With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g. characters, experiences, illustrations, descriptions, or procedures). Language & Writing Foundational L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1.) 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: 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 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Writing W.IW.1.2 With prompts and support, write informative/explanatory texts to	RI.RS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. RI.PP.1.5 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.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. 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). Language & Writing Foundational L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1.) 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:	that tell stories and books that give information, identifying various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. RI.PP.1.5 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.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. 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). Language & Writing Foundational L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1.) 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: L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and
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	examine a topic and convey ideas and information. W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. W.WR.1.5 With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. W.SE.1.6 With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. Speaking & 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. 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	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 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Writing W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts. W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. W.WP.1.4 With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. 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. Speaking & Listening SL.PE.1.1 Participate in collaborative conversations with diverse partners about	multiple-meaning words and phrases based on grade 1 reading and content. L.VI.1.3 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Writing W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts. W.IW.1.2 With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. W.WP.1.4 With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing. 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. Speaking & 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. SL.II.1.2 Ask and answer questions about key details in a text read aloud or
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	appropriate to clarify ideas, thoughts, and feelings. SL.AS.1.6 Produce complete sentences when appropriate to task and situation.	grade 1 topics and texts with peers and adults in small and larger groups. SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 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.	information presented orally or through other media. SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 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.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	History, Culture, and Perspectives: Continuity and Change: 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. History, Culture, and Perspectives: Historical Sourcing and Evidence 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.	Civics, Government, and Human Rights: Civics and Political Institutions 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 1-LS2: Ecosystems: Interactions, Energy, and Dynamics: 1-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.	Civics, Government, and Human Rights: Democratic Principles: 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. Geography, People, and the Environment: Human Population Patterns: 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Life Literacies & Key Skills 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Life Literacies & Key Skills 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Technology: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.	Technology: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.	Technology: 8.1.2.A.2 Create a document using a word processing application. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings:	• Reading and writing build on each other.	• Readers develop fluency, understand story elements, and can	• Readers can identify important information in a text.

<i>(Follow UbD: What big ideas will students know?)</i>	● Engaging in a reading community helps readers learn and appreciate all forms of text. ● Readers can identify different types of texts and understand the importance of different genres. ● We read and write for better understanding of the world around us.	identify key information in various texts (decodable readers, fables, informational text). ● Writers practice different writing styles (informational, opinion, friendly letters) by gathering information, organizing it, and presenting it clearly. ● Readers learn to distinguish factual information from fictional characters and settings. ● Readers recognize and utilize different features in text (headings, pictures, glossaries) to enhance comprehension.	● Readers identify important information and sequence events in a text. ● Readers deepen their comprehension by ● Identifying the elements of a fairy tale, and understanding fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar and teach valuable life lessons. ● Writers explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers. ● Writers deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What can stories teach us? 2. How are stories the same and different? 3. How do we use words to learn, understand, and share ideas? 4. How do letter sounds help us read and understand words?	1. What strategies can readers use to understand a text better? 2. How do readers approach different text types? 3. How can recognizing grade level words help me be a better reader? 4. How does adding details help us strengthen our writing?	1. How do stories teach us about ourselves and the world around us? 2. How do pictures, words, and details help us learn new information? 3. How can we use what we know about letters, sounds, and words to help us read and understand new words? 4. How can we use words, pictures, and details to tell or write an interesting story?
STAGE 2: Evidence			

Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark) Summative Assessments ● Decodable reading assessments with comprehension questions ● Unit Assessments	Formative Assessments ● Checklists ● Conferences ● Exit Slips ● Interactive Notebooks ● Observation Guides ● Reflections ● Independent Reading Assessments ● Student Samples ● Text Dependent Questions ● Reading Logs ● Reading/writing conferences Summative Assessments ● Decodable reading assessments with comprehension questions ● Unit Assessments Alternative Assessments ● Create something ● Checking for transfer-check to make sure students are able to transfer a concept from one domain to another. ● Projects:Poster, collage, abc Book ● Doodle it-have students draw what they understand ● Portfolio Benchmark Assessments ● Aims Web ● DRA ● Unit Benchmark Assessments (FUNdations) ● Weekly Spelling Test	Formative Assessments ● Checklists ● Conferences ● Exit Slips ● Interactive Notebooks ● Observation Guides ● Reflections ● Independent Reading Assessments ● Student Samples ● Text Dependent Questions ● Reading Logs ● Reading/writing conferences Summative Assessments ● Decodable reading assessments with comprehension questions ● Unit Assessments Alternative Assessments ● Create something ● Checking for transfer-check to make sure students are able to transfer a concept from one domain to another. ● Projects:Poster, collage, abc Book ● Doodle it-have students draw what they understand ● Portfolio Benchmark Assessments ● Aims Web ● DRA ● Unit Benchmark Assessments (FUNdations) ● Weekly Spelling Test	Formative Assessments ● Checklists ● Conferences ● Exit Slips ● Interactive Notebooks ● Observation Guides ● Reflections ● Independent Reading Assessments ● Student Samples ● Text Dependent Questions ● Reading Logs ● Reading/writing conferences Summative Assessments ● Decodable reading assessments with comprehension questions ● Unit Assessments Alternative Assessments ● Create something ● Checking for transfer-check to make sure students are able to transfer a concept from one domain to another. ● Projects:Poster, collage, abc Book ● Doodle it-have students draw what they understand ● Portfolio Benchmark Assessments ● Aims Web ● DRA ● Unit Benchmark Assessments (FUNdations) ● Weekly Spelling Test
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STAGE 3: Learning Plan

Learning

Activities/Content:

(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

Foundational Skills:

- Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds
- Spell words with bonus letter
- Identify Spellings ‘th’ >/th/, /th/ and ‘S’ pronounced /s/ or /z/
- Consonant digraphs (‘ch’, ‘sh’, ‘th’, ‘ng’)
- Identify Irregular Words (review from K)
- Spelling Sentence dictation
- Identify and spell Irregular Words he, she, we, be, me, we, they, their, my, by, you, your
- Spell dictated words
- trick word list

Reading:

- Answer story questions
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Author Studies-Reading Responses (Kevin Henkes and Robert Munsch)
- Retell stories using story grammar and a correct sequence of events

Writing:

- Begin to explore the genre of

Foundational Skills:

- Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/
- Identify and spell words should, could, would, down, because, Words today, yesterday, tomorrow
- Divide multi-syllable words into parts
- Spell grade-level words correctly
- Identify and use contractions
- Read and write words with r-controlled vowels
- Review long vowel spellings, including digraphs
- Segment and blend two-syllable words
- Read and write spelling alternatives for /ch/, /j/, /v/, and /r/
- Review single and double-letter consonants
- Form plural nouns by adding -s, -es
- Write words with suffixes -ed or -ing

Reading:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text

Foundational Skills:

- Segment and blend two-syllable words
- Read and write spelling alternatives for /s/, /n/, /ng/, /w/
- Segment and blend two-syllable words
- Read and write spelling alternatives for /ae/, /oe/

Reading:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Deepen comprehension by identifying the elements of a fairy tale
- Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain
- Identify important information and sequence events in a text

Writing:

- Use the writing process to compose a personal narrative
- Use the writing process to compose instructional writing
- Explore informational writing through collecting and synthesizing

	narrative writing ● Demonstrate understanding of key vocabulary ● Explore informational writing through collecting and synthesizing information in a group ● Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph Language: ● Utilize strategies to understand the meaning of unknown words in texts. ● Identify and use common and proper nouns ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships DEI Activities Diversity and Inclusion statute (N.J.S.A.	Writing: ● Use the writing process to compose a letter expressing an opinion ● Use the writing process to compose a narrative ● Compose descriptive writing pieces ● Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph ● Explore opinion writing by stating an opinion and supplying reasons to support it ● Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter Language: ● Utilize strategies to understand the meaning of unknown words in texts. ● Identify and write different sentence types ● Identify and use verbs and verb tenses ● Read and write past tense verbs with-ed ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the	information, and recording it in a journal and graphic organizers ● Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale ● Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph Language: ● Utilize strategies to understand the meaning of unknown words in texts. ● Use past, present, and future verb tenses ● Build phrases and expand sentences using adjectives ● Match pronouns to antecedents ● Identify and use plural nouns ● Identify and use correct noun-verb agreement ● Write sentences using conjunctions ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently
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	18A:35-4.36a) • Utilize diverse literature and informational texts that reflect a variety of cultures, backgrounds, abilities, perspectives, and family structures. • Provide equitable access to literacy instruction through differentiated supports, accommodations, and scaffolds. • Foster an inclusive literacy environment where all students see themselves represented in texts and learning experiences. • Encourage respectful discussions, active listening, and appreciation of diverse perspectives and experiences. • Connect reading, writing, speaking, and listening activities to students' backgrounds, interests, and lived experiences. • Provide multiple opportunities for students to engage with and demonstrate understanding of literacy concepts through speaking, drawing, writing, movement, and play-based learning. Amistad Law (N.J.S.A. 18A:52-16A-88) • Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and	conventions of standard English capitalization, punctuation, and spelling when writing • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships DEI Activities Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) • Utilize diverse literature and informational texts that reflect a variety of cultures, backgrounds, abilities, perspectives, and family structures. • Provide equitable access to literacy instruction through differentiated supports, accommodations, and scaffolds. • Foster an inclusive literacy environment where all students see themselves represented in texts and learning experiences. • Encourage respectful discussions, active listening, and appreciation of diverse perspectives and experiences. • Connect reading, writing, speaking, and listening activities to students' backgrounds, interests, and lived experiences.	occurring conjunctions to signal simple relationships DEI Activities Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) • Utilize diverse literature and informational texts that reflect a variety of cultures, backgrounds, abilities, perspectives, and family structures. • Provide equitable access to literacy instruction through differentiated supports, accommodations, and scaffolds. • Foster an inclusive literacy environment where all students see themselves represented in texts and learning experiences. • Encourage respectful discussions, active listening, and appreciation of diverse perspectives and experiences. • Connect reading, writing, speaking, and listening activities to students' backgrounds, interests, and lived experiences. • Provide multiple opportunities for students to engage with and demonstrate understanding of literacy concepts through speaking, drawing, writing, movement, and play-based learning. Amistad Law (N.J.S.A. 18A:52-16A-88)
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	achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) • Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of treating all people with dignity and compassion.	• Provide multiple opportunities for students to engage with and demonstrate understanding of literacy concepts through speaking, drawing, writing, movement, and play-based learning. Amistad Law (N.J.S.A. 18A:52-16A-88) • Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) • Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of treating all people with dignity and compassion.	• Students will read and discuss age-appropriate stories, informational texts, and biographies that highlight the contributions, experiences, and achievements of African Americans throughout history and in contemporary society. Through literature, discussions, and classroom activities, students will develop an appreciation for diversity, fairness, empathy, and respect for all individuals and cultures. Holocaust Law (N.J.S.A. 18A:35-28) • Through age-appropriate literature and classroom discussions, students will develop an understanding of kindness, respect, acceptance, and standing up for others. Students will explore themes of empathy, friendship, inclusion, and responsible decision-making while learning the importance of treating all people with dignity and compassion.
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Resources: <i>(Include names of texts and all online resources)</i>	● www.raz-kids.com ● www.brainpopjr.com ● Versatiles ● Scholastic News/Science Spin (thematic/interdisciplinary) ● Daily read aloud ● IXL ● Seasonal poems	● www.raz-kids.com ● www.brainpopjr.com ● Versatiles ● Scholastic News/Science Spin (thematic/interdisciplinary) ● Daily read aloud ● IXL ● Seasonal poems	● www.raz-kids.com ● www.brainpopjr.com ● Versatiles ● Scholastic News/Science Spin (thematic/interdisciplinary) ● Daily read aloud ● IXL ● Seasonal poems
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups: 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individual Education Plans (IEPs) ● Exemplars of different performance levels ● Guided note taking ● Study Guides ● Modified homework ● Use of the inclusion teacher to re-instruct in flexible small groups to struggling learners. English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments	Special Education ● Individual Education Plans (IEPs) ● Exemplars of different performance levels ● Guided note taking ● Study Guides ● Modified homework ● Use of the inclusion teacher to re-instruct in flexible small groups to struggling learners. English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments	Special Education ● Individual Education Plans (IEPs) ● Exemplars of different performance levels ● Guided note taking ● Study Guides ● Modified homework ● Use of the inclusion teacher to re-instruct in flexible small groups to struggling learners. English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments

	Students At-Risk (BSI) ● Interactive maps ● Jigsaw groups ● Graphic organizers ● Opportunities for students to discuss materials verbally and also periods of quiet reflection Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Open-ended and informative writing ● Internet based research ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest 504 Plans ● Preferential seating ● Extended time on test and assignments ● Reduced homework and classwork ● Verbal, visual or technology aids ● Modified textbooks ● Oral Assessments	Students At-Risk (BSI) ● Interactive maps ● Jigsaw groups ● Graphic organizers ● Opportunities for students to discuss materials verbally and also periods of quiet reflection Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Open-ended and informative writing ● Internet based research ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest 504 Plans ● Preferential seating ● Extended time on test and assignments ● Reduced homework and classwork ● Verbal, visual or technology aids ● Modified textbooks ● Oral Assessments	Students At-Risk (BSI) ● Interactive maps ● Jigsaw groups ● Graphic organizers ● Opportunities for students to discuss materials verbally and also periods of quiet reflection Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Open-ended and informative writing ● Internet based research ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest 504 Plans ● Preferential seating ● Extended time on test and assignments ● Reduced homework and classwork ● Verbal, visual or technology aids ● Modified textbooks ● Oral Assessments
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