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Ocean County 1st Grade English Language Arts (ELA) Curriculum	
Content Area: Language Arts	
Course Title: English Language Arts	Grade Level: 1
<u>Unit 1: Story Elements (Characters and Setting)</u>	60 Days
<u>Unit 2: Making Connections (Text-to-Self, Text-to-World, Text-to-Text)</u>	25 Days
<u>Unit 3: Cause and Effect (Problem and Solution)</u>	25 Days
<u>Unit 4: Theme (Main Idea and Plot)</u>	25 Days
<u>Unit 5: Text Features (Labels, Captions, Diagrams, Bold Face, Table of Contents)</u>	25 Days
<u>Unit 6: Making Inferences (Point of View and Evoking Emotions)</u>	25 Days

Alignment with State Mandates

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](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).
- WIDA- English Language Development Standards

Introduction

During the school year, teachers will systematically build and reinforce foundational skills. Each instructional unit provides emphasis on concepts of print, letter formation, phonological awareness, high frequency words, word analysis, and fluency. Teachers will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Centers/Stations should be used as much as possible. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age.

Unit 1: Instructional focus will be on phonological awareness and phonics as it relates to short vowels and a review of consonants. Unit text provides opportunities for children to apply the foundational skills and build fluency with a focus on accuracy. High

frequency words will be explicitly taught as well as practice letter formation, book handling and text direction. Word analysis skills include plural nouns, s as/z/, inflectional endings and double final consonants.

Unit 2: Instructional focus will be on phonological awareness and phonics as it relates to beginning and ending digraphs, beginning l-blends, beginning s-blends, and previously learned phonics skills. . Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on accuracy. High frequency words will be explicitly taught as well as practicing letter formation. Word analysis skills include possessives, inflectional endings, inflections and compound words.

Unit 3: Instructional focus will be on phonological awareness and phonics as it relates to beginning and ending consonant blends, long a:a_e, and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on accuracy. Word analysis skills include closed syllables, inflectional endings, contractions with ‘s and not and plurals with CVCe words. High frequency words will be explicitly taught as well as practicing letter formation.

Unit 4: Instructional focus will be on phonological awareness and phonics as it relates to long vowels o: o_e, i: i_e, u: u_e, e:e_e, soft c and g, long vowels a:ai/ay and e: e/ee/ea, and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on expression, appropriate phrasing, intonation/inflection, accuracy and rate/pacing. Word analysis skills include final e syllable patterns, inflectional endings, prefixes re-, un-, and suffixes -ful, -less. High frequency words will be explicitly taught.

Unit 5: Instructional focus will be on phonological awareness and phonics as it relates to long vowels o:o/oa/ow, i:i/y/igh, e:y/ey, r-controlled vowels ar/er/ir/ur and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on expression, appropriate phrasing, intonation/inflection, accuracy and rate/pacing. Word analysis skills include open syllables, inflectional endings, plurals, r-controlled syllable patterns, and comparative inflectional endings. High frequency words will be explicitly taught.

Unit 6: Instructional focus will be on phonological awareness and phonics as it relates to r-controlled vowels or/oar/ore, diphthongs ou/ow/oi/oy, variant vowels oo(book)/oo(room)/ue/ew/au/aw/al(l) and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on expression, appropriate phrasing,

intonation/inflection, accuracy and rate/pacing. Word analysis skills include consonant +le syllable patterns, compound words, vowel team syllable patterns, irregular plurals and suffix -ly. High frequency words will be explicitly taught.

Unit 1: Story Elements (Characters and Setting)	Duration: 60 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<u>Reading Foundational Skills</u> 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. • 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). 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 the parts of high-frequency words that are regular and the parts that are irregular.	

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards including WIDA Standards

Reading Informational

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area

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).

ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area

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.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.

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

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

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).

Reading Literary

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).

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.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 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.

Foundational: Writing Language

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

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel 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.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.

Primary 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.	
Computer Science and Design Thinking Standards 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.	
Career Readiness, Life Literacies, and Key Skills 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.	
Evidence of Student Learning	
Performance Tasks/Use of Technology ● Conferencing/Individual Small group ● Open Ended Questions ● Observations ● Third party vendors & websites such as: ○ Kahoot ○ Flipgrid ○ Starfall ○ Teach Your Monster to Read ○ Epic	Other Assessments Formative ● Word family word sorts (short vowels) ● Phonemic Awareness exit slips ● Think Pair Share ● Thumbs up/thumbs down ● Third party vendors and website such as: ○ Flipgrid ○ Kahoot Summative

	- Teacher Assessments created Benchmark - Beginning, middle and end of year Alternative - Running Records - Scholastic News - BrainPop Jr. (ex. “Short Vowels”) - Third Party vendors or websites such as: - Kahoot - Learnzillion - Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions - 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? - 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? - Which conventions do we use when writing sentences? Enduring Understandings	Unit Goals <i>Students will be able to..</i> - 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

• 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. • Sentences need ending punctuation.	○ 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.
Instructional Plan	
Suggested Activities	Resources
<i>Wonders</i> program Reading Skill: Phonics/Phonemic Awareness Lesson: Onset and Rime <u>I Do</u>: E: Display short vowel cards and remind students every word has a vowel sound and some of those vowels are short. Review expectations for routine.	Resources for on-grade students: • Partners (turn-and-talk, heterogenous, homogenous) • Word banks (ex. word wall with unit themed sight words) • Anchor Charts • Graphic organizer with sentence stems Resources for students approaching grade level

We Do: Cycle through cvc words and look for onset and rimes to segment the words

They Do: Independent practice at guided reading centers- Students will highlight rimes in word list.

Reading Skill: Phonics

Lesson: “Encode Words”

Warm up: Use **Blending Board** to model building the word jog. Point to each card, say the sound, and then blend the word. Guide students to change one letter to spell log. Repeat to spell hog.

Model: **Say the word:** The word is pop. I am going to think about the sounds I hear in pop. **Connect Sound to Spellings:** First, I will say the word slowly, pop. Next, I think about the first sound I hear. The first sound in pop is /p/. I know that the letter p stands for /p/. I will write p. (Repeat for remaining sounds)

Apply: Students will write today’s dictation words in their Student Workbook. When done, write the words and have partners check each other’s spelling for accuracy.

1. dog 2. hop 3. lot 4. kit

Reading Skill: Read Connected Text

expectations:

- Foundations Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- The Ocean County Library
- Scholastic
- Readworks
- Starfall
- ABCYA
- Epic
- Smekens

Lesson: - “Apply to Text”

Teach/Model: Read aloud the title and call attention to this week's Super Words in bold and the Unit Words help and share. Write short u words from the text, such as gull, fun, us, and puffs. Have children practice reading the target skill words in isolation for automaticity.

Apply: Read the text in unison with children. Model pointing to each word as you read and have children do the same.

Build Fluency: **Accuracy**-Model reading page 84 fluently. Have children follow along, reading each sentence chorally after you. Point out that looking carefully at letters and words and thinking about whether the words make sense will help them read with accuracy.

*Mandate: Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))

Writing Skill: Informational

Lesson: *Amira's Family* by Elliot Riley

I Do: Remind students that when they write informative pieces, they write facts about a topic. Review the 5-finger strategy for informative writing. *The topic today is families. Before we write, we are going to read about Amira's family. As we read, you can think about what's the same or different about your family and Amira's.*

We Do: Read the story, pausing to check for understanding of key details about families. Complete graphic organizer.

They Do: Write sentences about your family using the 5-finger strategy.

Questions:

- What are some examples of cultural traditions or celebrations that Amira learns about from her new friends?
- How do Amira's friendships with her classmates evolve throughout the story? What challenges do they face together?
- How does the author portray diversity in "Amira's Family"?
- What messages about diversity and inclusion does the book convey?

Writing Skill:

Lesson: Ending Punctuation

I Do: Write 2 or more sentences on the board without punctuation. Read the sentences aloud as one big sentence. *What do you notice about the way I read this?* Lead students to discover the writing doesn't make sense without pausing and thus needs ending punctuation. Reread the first sentence while thinking aloud: *I noticed I should stop here because the next part is a new idea. The part I just read should end here with a period.*

We Do: Reread the passage on the board together, adding in ending punctuation where necessary. Circle all the ending punctuation used.

They Do: Students respond to a writing prompt related to Unit 1: Friendship (ex. *What do you like to do with your friends?*). When they are finished, the students use a crayon/marker/highlighter to circle the ending punctuation they used.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- 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-

- 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”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- 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

Gifted And Talented:

- 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

Students At Risk Of School 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

Core Instructional and Supplemental Materials

Wonders program

Student Books

Technology resources :

[Handwriting Hub](#) | [Iowa Reading Research Center](#)

[BrainPOP Jr.](#)

[Scholastic News](#)

Third Party vendors and websites such as:

Kahoot

Flipgrid

Teach Your Monster to Read

Epic
Starfall
ReadWorks

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Teacher created path
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic
 - ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Teacher created path
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic
 - ReadWorks

Supplemental Texts for Students Exceeding Grade Level Expectations

- Teacher created path
- District approved novels
- Comprehension Extension Activities (iReady teacher toolbox)
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Note/Reflections:

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Unit 2: Making Connections (Text-to-Self, Text-to-World, Text-to-Text)	Duration: 25 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<u>Reading Foundational Skills</u> 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. • 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). 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 the parts of high-frequency words that are regular and the parts that are irregular.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Literature

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

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.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

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.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 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.

Foundational Skills: Writing Language

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

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel 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.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.

Primary 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.

Computer Science and Design Thinking Standards

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.

Career Readiness, Life Literacies, and Key Skills

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.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read
 - Epic

Other Assessments

Formative

- Digraph word sorts
- Phonemic Awareness exit slips
- Think Pair Share
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Teacher Created assessments

Benchmark

- Beginning, Middle and end of year (non-graded)

Alternative

- Running Records
- Scholastic News

	● BrainPop Jr. (ex. ch and th/sh/wh videos) ● Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions ● What is something you like to create? ● How do you feel when you are making something to share with others? ● 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 understand how print works? Why is punctuation important? ● How is building fluency important? ● What is opinion writing? ● Which conventions do we use at the beginning and end of sentences? Enduring Understandings ● 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. ● Focusing on accuracy in early stages of fluency practice gives children a chance to become secure in their phonics skills.	Unit Goals <i>Students will be able to..</i> ● Blend syllables (two-to three-syllable words) ● Segment syllables ● Isolate(initial and final) phonemes ● Identify, segment and substitute phonemes(final) ● Blend phonemes ● Add and delete phonemes (initial) ● Blend onset and rime (one-to two-syllable words) ● Segment onset and rime ● Encode and decode words with ending digraphs (-th, -sh, -ck, -ng, -ch, -tch) ● Encode and decode words with beginning l-blends (bl-, cl-, fl-, pl-) ● Encode and decode words with beginning s-blends (st-, sk-, sm-, sp-) ● Understand how print works ○ End punctuation (period, question mark, exclamation)

● Punctuation helps readers know which words belong together, when to pause, and when to stop. ● Opinion writing is a means to express ideas of importance and provide convincing evidence. ● Sentences start with an uppercase letter and end with appropriate punctuation.	● 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.
Instructional Plan	
Suggested Activities	Resources
Reading Skill: Phonemic Awareness Lesson: “Blend Syllables” Blend Sounds Routine-Remind children that each syllable in a word has a vowel sound. <u>Model:</u> Blend the syllables in the word shadow Listen to the Sounds: I am going to blend syllables together to say a word. First, listen as I say the syllables: shad*ow. Blend the Syllables Together: Now I will put those syllables together: shad*ow, shadow. The word is shadow. <u>Apply:</u> Have children blend the syllables in thirsty. Add movement by holding out the left palm for first syllable and right palm for second syllable. Then clap as they blend the syllables to say the word.	Resources for on-grade students: ● Partners (turn-and-talk, heterogenous, homogenous) ● Digraph word sorts ● Anchor Charts ● Graphic organizer with sentence stems ● Word banks (ex. word wall with unit themed sight words) Resources for students approaching grade level expectations: ● Highlighters (ex. highlight all the words with beginning l-blends) ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in ny teacher ● White boards Resources for students exceeding grade level expectations:

Listen to the Sounds: Your turn! I am thinking of a word. Listen as I say the syllables of the word: thir*sty. **Blend the Syllables Together:** Now you put the syllables together to say the word. Thirsty

Continue the routine and have children blend the syllables in the words below. Correct all errors.

throw*ing, throwing

shoe*lace, shoelace

thir*teen, thirteen

show*er, shower

thun*der, thunder

shov*el*ing, shoveling

Reading Skill: Phonics

Lesson “Build Words”

Teach: Display the sound cards for ng. Say the image name, say the sound and have children repeat after you. Write the word wing and read it aloud. Underline the ng. Tell children that the letters n and g together stand for /ng/. Point to the letters, say the sound and have children repeat after you.

Model: Write the word sing. **Say the Sounds:** I am going to say each sound in the word sing: the letter s stands for /s/, i stands for /i/, and ng stands for /ng/. **Blend the Sounds Together:** Now listen as I blend these sounds together: /sssiing/, sing. Say the word with me: sing.

Apply: Write the word rang. **Say the Sounds:** Your turn! Say each sound

- District Approved and Selected novels
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- The Ocean County Library
- Achieve the Core
- Scholastic
- Readworks
- Starfall
- Epic
- Smekens

in the word. /r//a//ng/ **Blend the Sounds Together:** Now blend the sounds together /rraaang/, rang

Continue the routine and have children blend the sounds to say the words below. Correct all errors.

king **ring**

lung **wing**

gong **sang**

Writing Skill:

Lesson: “Children Just Like Me”

I Do: Remind students of the 6+1 Trait “Conventions”. When they write sentences, they should start with an uppercase letter and end with punctuation.

We Do: Watch the video, pausing to check for understanding of key details about the kids from around the world.

They Do: Write 3-5 sentences about the children in the video. Have students read their sentences to a partner. Their partner points to where the student has used an uppercase letter at the beginning of a sentence and to the ending punctuation. Students repeat with their partner’s work.

***Mandate: Holocaust and genocide:** (N.J.S.A.18A:35-28) Read; *The Crayon Box That Talked*

I Do: Remind students that each one of us is special and unique. Display different kinds of boxes of crayons and discuss the different combinations of colors, sizes, labels, etc.

We Do: Read *The Crayon Box That Talked*, Ask and Answer questions such as

- *Why are the crayons saying disagreeable things to each other? Do they know why they do not like each other? Why do you think they are being mean to each other?*
- *Look carefully at the illustrations showing the faces on the crayons. How do you think each crayon is feeling about itself and the others?*
- *Why did the little girl buy the box of crayons? What did she do with the crayons?*
- *What happened to the colors as she worked on her drawing? How did the crayons feel after the little girl finished with the picture?*

They Do: With a partner, discuss *What did the crayons learn about being different? Are all people alike? What are some of the ways that we are different? How are we alike? What are some of the ways that our differences make us happier?*

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>

- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Create Every Day with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- 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: Jack Hartmann Digraph Songs on Youtube)
- Small Group Instruction -
- 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”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- 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

Gifted And Talented:

- 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
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- 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

Core Instructional and Supplemental Materials

Wonders program
Student Books

Technology resources :

[Handwriting Hub | Iowa Reading Research Center](#)

[BrainPOP Jr.](#)

[Scholastic News](#)

Third Party vendors and websites such as:

Kahoot

Flipgrid

Teach Your Monster to Read

Epic

Starfall

ReadWorks

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Teacher created path
- Magnetic Readers Library
- Can also use third party vendor websites such as:

- Starfall
- Teach Your Monster to Read
- Epic
- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Teacher created path
- Magnetic Readers Library
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic
 - ReadWorks

Supplemental Texts for Students Exceeding Grade Level Expectations

- Teacher created path
- District approved novels
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Note/Reflections:

Unit 3: Cause and Effect (Problem and Solution)	Duration: 25 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<u>Reading Foundational Skills</u> 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. • 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). 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 the parts of high-frequency words that are regular and the parts that are irregular.	

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards with WIDA Standards

Reading Literature

RL.CI.1.2. Determine central 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.

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

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.

Reading Informational

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

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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.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.

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.

Foundational Skills: Writing Language

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

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel 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.

Primary Interdisciplinary Connections

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.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

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.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read
 - Epic

Other Assessments

Formative

- Phonics Exit slips (ex: add post it notes to a beginning blends anchor chart)
- Think Pair Sharee
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Teacher Created assessments

Benchmark

- Beginning, Middle and End of year (non-graded)

Alternative

- Journaling-illustrated beginning r-blend words
- Scholastic News

	● BrainPop Jr. (ex: “Long a video”) ● Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions ● What animals do you know about that live in the sea? ● What do you know about them? ● What strategies can we use to figure out unknown words? ● Why do readers use different strategies or tools to help them as they read? ● How do the rules of language affect communication? ● How do we keep our writing on topic? Enduring Understandings ● 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. ● Command of the English language is important when speaking and writing. ● Reading requires active listening and engagement to support comprehension. ● Effective writers sustain a specific, narrow topic.	Unit Goals <i>Students will be able to..</i> ● Blend add, and segment phonemes ● Add, delete, and substitute final phonemes ● Delete initial phonemes ● Isolate final phonemes ● Isolate, identify and substitute medial phonemes ● Encode and decode words with beginning r-blends(fr-,cr-,dr-,tr-) ● Encode and decode words with other beginning blends(gr-,br-,sn-,sw-) ● Encode and decode words with three letter blends(scr-,spl-,str-,spr-,) ● Encode and decode words with ending blends(-st,-sk,-nd,-nt,-mp) ● Encode and decode words with long a as CVCe pattern ● Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group

Instructional Plan	
Suggested Activities	Resources
Reading Skill: Phonemic Awareness Lesson: “Add Phonemes” <u>Model:</u> Add /s/ to cream to form scream. Listen and Add a Sound: I am going to add a sound to the word cream to make a new word. I will add /s/ to the beginning of the word cream. Say the New Word: When I add /s/ to the beginning of cream, the new word is scream. Apply: Have children add /s/ to the beginning of the word platter to form splatter. Listen and Add a Sound: Your turn! Say platter. Add the /s/ sound to the beginning of the word platter. Say the New Word: What new word do you get when you add /s/ to the beginning of platter? Splatter. Now use the routine and have children add phonemes to say the words below. Correct all errors. /s/ + cram = scam /s/ + crunch = scrunch	Resources for on-grade students: • Partners (turn-and-talk, heterogenous, homogenous) • Word banks (ex. word wall with unit themed sight words) • Anchor Charts • Graphic organizer with sentence stems Resources for students approaching grade level expectations: • Highlighters (ex. highlight all the words with beginning r-blends) • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards Resources for students exceeding grade level expectations: • District Approved and Selected novels • Self-assess using writing checklist • “I wonder” questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map

/s/ + crew = screw

/s/ + plat = splat

Reading Skill: Word Analysis

Lesson: “Contractions with ‘s

Teach: Tell children that a contraction is a short way of saying two words together. Write the sentence *That is fun* and read it aloud. Then write *That’s fun* and read it aloud. Circle the word *That’s*. **Say**, the word *that’s* is a contraction. It is a shorter way of saying and writing that is. To form the contraction, I take away the letter i from is and replace it with an apostrophe.

Model: Now write it’s. Say the word aloud and have children repeat it after you. **Ask**, what two words is it’s short for? It is. What does the apostrophe stand for? the i in is. How do you write the word it’s? i-t-apostrophe-s. Point to it’s again and have children repeat it in unison.

Apply: See the practice page for word analysis.

*Mandate: Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))

I do: Students will think about a time that they were treated unfairly. How did you try to change what happened? Teacher will share a time he/she was treated unfairly. Introduce

Useful Websites such as:

- The Ocean County Library
- Achieve the Core
- Scholastic
- Readworks
- Starfall
- Epic
- Smekens

vocabulary words such as disability, diversity, perseverance/determination.

We do: Students should make predictions about the story by looking at the front cover and reading the title. Read *All the Way to the Top* by Annette Bay Pimentel. During reading, stop and have students turn and talk about characters, setting and different events in the story.

You do: Draw your favorite part of the story and share with the class. Be sure to tell why that is your favorite part.

Writing Skill:

Lesson: “Cheerio Box” lesson adapted from Smekens Education Website (“The Power of Physical Triggers: Compare the Functions of Essential Writing Skills to Everyday Objects”)

I Do: Show the students a box of Cheerios. *Looking at the box, what kind of cereal is this? How do you know? The “title” on the box tells the eater what to expect. They know, ‘if I open this box, I’m only going to get Cheerios.’ Now think about if this cereal box was actually your writing. Whatever topic you pick, everything inside should match. “Don’t throw in a Fruit-Loop sentence when you told the reader you would be writing about Cheerios.”*

We Do: Show the students a sample of your opinion writing

related to Unit 3: The Underwater World. Include a detail that is off topic. Read the writing aloud one time. Reread, stopping to think aloud: *hmmm, do all of my details pass “The Cheerio Test”*? Lead students to discover which idea should be removed.

They Do: Give students a practice page with 3 short writing samples related to Unit 3: The Underwater World. Each should include one extraneous detail. Read the samples with the students whole group, or break into partners. Have students color the detail which is off-topic and discuss why.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud

- Introduce Key Vocabulary Before Lesson (ex: words from the theme Underwater World with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- 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 (ex. Best Books for First Grade)
- Choral Reading
- Chants, Songs (ex: Nessy Reading Strategy video on Youtube-Gang of 3)
- Small Group Instruction-
- 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”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- 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

Gifted And Talented:

- 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 multisyllabic words)
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- 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

Core Instructional and Supplemental Materials

Wonders program

Student Books

Technology resources :

[BrainPOP Jr.](#)

[Scholastic News](#)

[Handwriting Hub](#) | [Iowa Reading Research Center](#)

Third Party vendors and websites such as:

Kahoot

Flipgrid

Teach Your Monster to Read

Epic

Starfall

ReadWorks

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Teacher created path
- Magnetic Readers Library
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic
 - ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Teacher created path
- Magnetic Readers Library
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic

- ReadWorks

Supplemental Texts for Students Exceeding Grade Level Expectations

- Teacher created path
- District approved novels
- Comprehension Extension Activities
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Notes/Reflection:

Unit 4: Theme (Main Idea and Plot)	Duration: 25 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<u>Reading Foundational Skills</u> 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. • 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). 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 the parts of high-frequency words that are regular and the parts that are irregular.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards with WIDA Standards

Reading Literature

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

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

RL.CI.1.2. Determine the central 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.

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

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.

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).

Writing

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.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.

Language

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

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.

D. Recognize that each syllable is organized around a vowel 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.VI.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

Primary Interdisciplinary Connections

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.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

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).

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

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.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Turn-and-Talk After Read Alouds
- Observations
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read
 - Epic

Other Assessments

Formative

- Long o and Long i word sorts
- Phonics exit slips (ex. circle the word that matches the picture)
- Think Pair Share
- Red/yellow/green cards for understanding
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Teacher created assessments

Benchmark

- Beginning, Middle and end of year (non-graded)

	Alternative • Student records video of reading aloud on Class Dojo • Scholastic News • Brainpop Jr. (ex. Long o scavenger hunt) • Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions • How do neighbors help each other? • How can you be a good neighbor? • How do we figure out a word we do not recognize? • How do the rules of language affect communication? • How is building fluency important? • Why do readers ask and answer questions before, during, and after reading? • What is narrative writing? • How can we celebrate our community? • How can we practice acceptance Enduring Understandings • Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. • Focusing on accuracy in early stages of fluency practice gives children a chance to become secure in their phonics skills.	Unit Goals <i>Students will be able to..</i> • Blend and segment phonemes • Isolate phonemes-initial, medial, and final • Identify phonemes-initial and medial • Substitute phonemes-initial and medial • Add phonemes • Delete final phonemes • Encode and decode long vowel words with CVCe pattern • Encode and decode words with soft c and g • Encode and decode long vowel words with long a:ai/ay and long e:e, ee, ea • Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace • Recognize, read and spell grade level high frequency words • Engage in collaborative discussions with a partner or whole group

- Reading with accuracy and fluency aids in comprehension.
- Command of the English language is important when speaking and writing.
- Questioning is a reading strategy that is taught to students to help them engage with the text. It helps the reader to clarify what he or she is reading and to better understand the text. Asking good questions is a way for students to monitor their own comprehension while reading.
- A narrative is a piece of writing that focuses on telling a story.

Instructional Plan

Suggested Activities

Reading Skill: Phonemic Awareness

Lesson: -“Segment Phonemes”

Model: Segment the sounds in the word complain. **Listen to the**

Word: I am going to break the word complain into its sounds.

Say the Sounds in the Word: What sounds do I hear in complain? /k/ /o/ /m/ /p/ /l/ /a/ /n/

Apply: Have children segment the sounds in the word rainbow.

Listen to the Word: Your turn! Listen carefully as I say a word: rainbow. **Say the Sounds in the Word:** Now you say the sounds you hear in rainbow. /r/ /a/ /n/ /b/ /o/.

Resources

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Soft/hard c and g word sorts
- Anchor Charts
- Graphic organizer with sentence stems
- Word banks (ex. word wall with unit themed sight words)

Resources for students **approaching** grade level expectations:

- Highlighters (ex. highlight all the words with long a:ai)
- Listening option (ex. Epic)
- Long e:e, ee, ea picture sort
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Now use the routine and have children segment the sounds in the words below. Correct all errors.

rail, /r/ /a/ /l/

drains, /d/ /r/ /a/ /n/ /z/

raisin, /r/ /a/ /s/ /i/ /n/

paint, /p/ /a/ /n/ /t/

excite, /e/ /ks/ /i/ /t/

recess, /r/ /e/ /s/ /e/ /s/

Reading Skill: Phonics

Lesson: “Build Words with Long a: ay”

Teach: Use the SS&A cards to review long a. Remind children that vowel sounds can have different spellings. Write, stay and read it aloud. Underline ay and say the vowel sound. Explain that a and y together stand for /a/(long a). Point to the letters, say the sound, and have children repeat after you.

Model: Write the word spray. **Say the Sounds:** I am going to say each sound in the word spray: the letter s stands for /s/, p stands for /p/, r stands for /r/, and the letters a-y stand for /a/(long a).

Blend the Sounds Together: Now listen as I blend these sounds together: /ssspraaa/, spray. Say the word with me: spray.

Apply: Write the word play. **Say the Sounds:** Your turn! Say each sound in the word. /p/ /l/ /a/. **Blend the Sounds Together:**

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- The Ocean County Library
- Achieve the Core
- Scholastic
- Readworks
- Starfall
- Epic
- Smekens

Now blend these sounds together. /plllaaa/, play

Now use the routine and have children blend the sounds in the words below. Correct all errors.

may

clay

hay

way

bay

gray

Reading Skill: Ask and Answer Questions

Lesson: Using Text from [Nonfiction Book List](#)

I Do: *Today we will practice asking and answering questions using a KWL chart. First we will write what we already know about the topic . Then we will write a question we hope to find the answer to in the book. Finally, we will write some new facts that we learned to answer our question.*

We Do: Give students their own KWL chart and work together to fill out K. Read the book and model thinking aloud to ask questions. Stop during the book for students to fill out W about a particular page.

They Do: Add the answer to the L column using what they learned in the book.

*Mandate Climate Change: Generation Genius Reduce, Reuse, Recycle (complete in 1 week)

Engage: Before the lesson mix up two cups of water, one with regular water and another that looks disgusting (mix in dirt, plastic, paper, etc.). Ask students which one would be safe to drink? Why? Ask students how water in our environment can get dirty. Tell them that we all need clean water, air and land to live on. If we do not take care of our air, water and land, it might not be usable for everyone. Tell students that today we will learn about how water can be affected by pollution and how we can keep it clean.

Explore: 1. Arrange students into four groups.

2. Fill four plastic containers 3/4 full of water.

3. Students can add trash to the water (oil, paper, plastic and dirt).

4. Students record and illustrate changes to the water after each item is added, for example the dirt makes the water muddy, the oil floats on top, the paper falls apart into tiny pieces, plastic floats at the top, etc.

5. Ask students for ideas on how it can be cleaned up.

6. Use tongs to remove large pieces of trash.

7. Filter the water into a new container to remove more trash.

8. Ask students if they have removed all the pollution. (Some, but not all.)

9. Since it is hard to remove all the pollution, brainstorm ways to prevent that water from being polluted in the first place.

Explain: Watch the Generation Genius Reducing Our Impact on Earth video as a group. Facilitate a conversation using the discussion questions. Students will turn and talk with partners to discuss questions. Discuss the vocabulary words: problem and

solution.

Vocabulary: Create a Frayer Model/4 Square using important vocabulary such as *pollution*, *recycle*, *environment*.

Elaborate: Students create a poster for the school highlighting the 3R's. Posters should show the recycling symbol to look for and include drawings and labels of what items should be recycled (paper, glass, plastic, aluminum cans). Students will share their posters with the class.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson(ex: words from the theme Neighborhoods with pictures)

- Picture Directions

Special Education:

- Follow All IEP Modifications
- 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 (ex. Best Books for First Grade)
- Choral Reading
- Chants, Songs (ex. long and short vowels on Scratch Garden website)
- Small Group Instruction-
- 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”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- 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

Gifted And Talented:

- 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
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- Teach Cognitive And Methodological Skills
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- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- 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
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Core Instructional and Supplemental Materials

Wonders program

Student Books

Blending Board

Sound Spelling and Articulation Cards

Super Word Cards

Technology resources :

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Supplemental Texts for Students Approaching Grade Level Expectations

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 - Teach Your Monster to Read
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 - ReadWorks

Supplemental Texts for Students Exceeding Grade Level Expectations

- Teacher created path
- District approved novels
- Comprehension Extension Activities
- [BrainPOP Jr.](#)

Unit Reflections**Teacher Notes/Reflection:****Unit 5: Text Features (Labels, Captions, Diagrams, Bold Face, Table of Contents)****Duration: 25 days****Standards/Learning Targets****Focus Standards (Major Standards)****Reading Foundational Skills****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).

Reading Informational

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 the 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.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

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

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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.

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 pattern by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

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

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

Supporting and Additional Standards with WIDA Standards

Reading Literature

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

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

RL.CI.1.2. Determine the central 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.

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

RL.PP.1.5. Identify who is telling the story at various points in a text.

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).

Writing

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.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 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.

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print all upper- and lowercase letters.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Primary Interdisciplinary Connections

- 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.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

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.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Turn-and-Talk After Read Alouds
- Google Slides (ex. display examples of ou/ow words)
- Observations
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read
 - Epic

Other Assessments

Formative

- Exit Ticket
- Turn-and-talk
- Edit sentences for conventions
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Teacher Created assessments

Benchmark

- Beginning, Middle and end of year (non-graded)

Alternative

- Running Records
- Class Book from Student Treasures
- Scholastic News
- Third Party vendors or websites such as:

	○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions ● What makes someone a hero? ● What do you think is a hero? ● Why is it important to divide words into parts? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important for readers to build fluency by using appropriate phrasing? Enduring Understandings ● Dividing words into parts can help children decode longer words. ● Effective readers use appropriate strategies as needed to construct meaning. ● Command of the English language is important when speaking and writing. ● Pausing between groups of words that belong together makes sentences easier to understand.	Unit Goals <i>Students will be able to..</i> ● Blend, segment, add, and identify phonemes ● Isolate medial and final phonemes ● Substitute initial and medial phonemes ● Identify medial phonemes ● Encode and decode words with long vowels (o:o/oa/ow, i:y/igh, e:y/ey) ● Encode and decode words with r-controlled vowels (ar, er, ir, ur) ● Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group ● Use capitalization and punctuation appropriately in a sentence
Instructional Plan	
Suggested Activities	Resources

Reading Skill: Phonological Awareness

Lesson: - “Isolate Phonemes”

Model: Isolate the middle sound in the word shark. **Listen for the Sound:** I am going to listen for the middle sound in shark. **Say the Sound:** Now I will say the middle sound I hear in shark: /ar/. The middle sound in shark is /ar/.

Apply: Have children isolate the middle sound in the word cart. **Listen for the Sound:** Your turn! What is the middle sound in the word cart? **Say the Sound:** Now you say the middle sound you hear. /ar/ Again, /ar/.

Now use the routine and have children isolate the middle sound in each word below. Correct all answers.

page, /a/(long a)	yard, /ar/	lash, /a/(short a)
carve, /ar/	shade, /a/(long a)	charge, /ar/

Reading Skill: Word Analysis

Lesson: “r-controlled vowel syllable patterns”

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Word banks (ex. word wall with sight words for the unit)
- Cloze sentences with word banks
- *Scholastic News* magazines
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Post-its (ex. put a post-it on a page in your decodable text)
- Listening option (ex. *Scholastic News* online)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- Magnetic Reader Library
- District Approved and Selected novels
- Self-assess using writing checklist
- White boards
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- The Ocean County Library
- Achieve the Core
- Scholastic
- Readworks

Teach:Remind children that every syllable has a vowel sound. Write the word star and have children read the word. Underline ar and remind students that the letters a and r work together to stand for /ar/. Explain that when words contain an r-controlled vowel, the vowel and r must stay together in the syllable.

Model:Write fish after star to spell starfish. Read the word aloud. **Say**, there are two vowel spellings in different parts of this word: ar and i. I know that a and r must stay together in the same syllable. I will try dividing the word after ar. Draw a slash between star and fish.

Frame the first syllable, star. **Say**, Now I can sound out the word one syllable at a time. The letters s and t stand for the blend /s//t/, and the letters ar stand for /ar/. I blend the sounds to say the syllable: /s/ /t/ /ar/, star. Repeat for the second syllable, fish. Then blend the syllables together.

Apply: Write the word target. **Ask**, Where should I divide the syllables? Between the r and the g. Draw a slash between the syllables. Then ask, what is the first syllable? tar. What is the second syllable? get. Guide children to blend the syllables to say the word tar-get, target.

See the practice page for Word Analysis.

***History of contributions of African-Americans (Amistad Law) (N.J.S.A. 18-A-35-4.43)**

Lesson: Read Aloud: *Amazing Grace*

- Starfall
- Epic
- Smekens

I Do: Look at the covers and pictures on the title page. Talk about what you can tell about Grace's personality from these pictures. Connect to the story by asking and answering questions before reading: *Can you think of a time that you wanted to try something new and someone told you “you can't do that”? How did that make you feel and how did you respond? Did you give up or try harder to prove them wrong? We're going to read a story about a girl who didn't let those words stop her from trying.*

We Do: Read/listen to *Amazing Grace*, pausing for students to check for understanding of key details.

They Do: After reading, students think-pair-share *How did Grace work toward becoming Peter Pan? What did she focus on that mattered? What didn't matter that she could let go? Think about what you would like to be or do. How can you work toward it? What should you not spend time on?*

Activity: Discuss what it means to support and encourage each other. Talk about ways to say “good job” and “I know you can do it.” Have each person make a plan to try something new and difficult this month. Listen to each others’ ideas and make a plan for supporting and encouraging each other.

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.

- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Articulation videos (Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex.words from the theme Imagine Thats! with pictures)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Articulation videos (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 (ex. Best Books for First Grade)
- Choral Reading
- Chants, Songs (ex. Nessy Reading Strategy video-The Sound AR)
- 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”

Students with 504 Plans:

- Follow All 504 Modifications
- Articulation videos
- 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

Gifted And Talented:

- 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
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring

- 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

Core Instructional and Supplemental Materials

Wonders program

Student Books

Technology resources :

[Scholastic News](#)

[Handwriting Hub](#) | [Iowa Reading Research Center](#)

Third Party vendors and websites such as:

Kahoot

Flipgrid

Teach Your Monster to Read

Epic

Starfall

ReadWorks

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Teacher created path
- Can also use third party vendor websites such as:

- Starfall
- Teach Your Monster to Read
- Epic
- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Teacher created path
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic
 - ReadWorks

Supplemental Texts for Students Exceeding Grade Level Expectations

- Teacher created path
- Approved novels
- [BrainPOP Jr.](#)

Unit Reflections

Teacher Notes/Reflection:

Unit 6: Making Inferences (Point of View and Evoking Emotions)	Duration: 25 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<u>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. 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 the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Informational

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area

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.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.

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

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 basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences in illustrations, descriptions, or procedures).

Writing

W.IW.1.2. Writing prompts and support, write informative?explanatory text 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 conclusion

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.PE1.1. 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.

L.1.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

F. Use frequently occurring adjectives.

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

C. Use commas in dates and to separate single words in a series.

D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Primary Interdisciplinary Connections

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.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

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.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Turn-and-Talk After Read Alouds
- Google Slides (ex. display examples of ou/ow words)
- Observations
- Third party vendors & websites such as:
 - Kahoot
 - Flipgrid
 - Starfall
 - Teach Your Monster to Read
 - Epic

Other Assessments

Formative

- Exit Ticket
- Turn-and-talk
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Teacher Created assessments

Benchmark

- Beginning, Middle and end of year (non-graded)

	Alternative ● Running Records ● Class Book from Student Treasures ● Scholastic News ● Brainpop Jr. (How To Essays) ● Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions ● When does the moon appear in the sky? ● How does the moon seem to change? ● What is the weather today? ● What types of weather do you like best? ● What strategies can we use to figure out unknown words? ● Why do we adjust our strategies? ● How does fluency affect reading comprehension? ● How do the rules of language affect communication? ● How can we use research projects to improve our understanding? ● How is informative writing organized? Enduring Understandings ● Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.	Unit Goals <i>Students will be able to..</i> ● Blend, segment, add, delete, identify, and substitute phonemes ● Isolate medial and final phonemes ● Substitute initial, medial and final phonemes ● Encode and decode words with r-controlled vowels (or, oar, ore) ● Encode and decode words with diphthongs (ou/ow, oi/oy) ● Encode and decode words with variant vowel oo (book) and oo (room), ue and ew ● Encode and decode words with variant vowels au, aw, a(l) ● Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace ● Recognize, read and spell grade level high frequency words

● Effective readers use appropriate strategies as needed to construct meaning. ● Effective readers monitor their understanding of text by adjusting their strategies. ● Command of the English language is important when speaking and writing. ● Reading with accuracy and fluency aids in comprehension. ● Effective writers state a topic and support the topic with relevant details.	● Engage in collaborative discussions with a partner or whole group ● Use content to confirm and correct word recognition ● Use capitalization and punctuation appropriately in a sentence ● Write a shared Extended Research project (ex. class book on 1 topic)
Instructional Plan	
Suggested Activities	Resources
Reading Skill: Phonological Awareness Lesson: “Identify Phonemes” <u>Model:</u> Identify the common sound in the words boil, coil, and join. Listen for the Same Sound: I am going to listen for the same sound in three words. Listen as I say the words: boil, coil and join. Name the Sound: Now I will say the sound that is the same in all three words: /oi/. The middle sound in boil, coil, and join is /oi/. <u>Apply:</u> Have children identify the common sound in the words boat, know, and pole. Listen for the Same Sound: Your turn! Put on your listening ears as I say three words. What sound is the same in boat, know, and pole? Name the Sound: Now you say the sound that is the same. /o/(long o). Now use the routine and have children identify the common	Resources for on-grade students: ● Partners (turn-and-talk, heterogenous, homogenous) ● Word banks (ex. word wall with sight words for the unit) ● Cloze sentences with word banks ● <i>Scholastic News</i> magazines ● Anchor Charts ● Graphic organizer with sentence stems Resources for students approaching grade level expectations: ● Post-its (ex. put a post-it on a page in your leveled text) ● Listening option (ex. <i>Scholastic News</i> online) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards Resources for students exceeding grade level expectations: ● District Approved and Selected novels

sound in each set of words below. Correct all errors.

coin, choice, toy, /oy/

free, peach, beaver, /e/(long e)

bake, rain, today, /a/ (long a)

point, joyful, destroy, /oi/

Reading Skill: Connected Text/Fluency/Expression

Lesson: “Apply to Text”

First Read:

Teach/Model: Model decoding the title. Call attention to this week’s Super Words in bold and the Unit Words moon and appear. Remind children that they are learning about words with /o/. Write target skill words from text. Such as Paul and crawled. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.

Apply: Have children reread the text in unison. Circulate and provide feedback as needed. If time permits, have children read

- Self-assess using writing checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- The Ocean County Library
- Scholastic
- Readworks
- Starfall
- ABCYA
- Epic
- Smekens

the text again using partner-reading or whisper-reading.

Second Read:

Teach/Model: Explain that readers can use their voice to show what the characters in a text feel. Read p.269 in a monotone voice. **Say**, When I read a text aloud without expression, it sounds dull. I'm going to reread this paragraph with expression. Reread the text with expression. Point out that reading with expression helps listeners understand how Paul feels about drawing the stars.

Apply: Have children read the text aloud in unison. Listen for appropriate expression.

Lesson: Genius Hour PowerPoint

I Do: Introduce Passion/Genius Hour project using Powerpoint or anchor chart. Create a topic board

We Do: Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.

They Do: Students will create their questions and begin their research once approved by the teacher

*Students will present their projects to their peers and teacher

Reading Comprehension Skill: Retell a story understanding the theme

Lesson: [*Not Yet a Yeti*](#) by Lou Treleaven

I Do: Remind students that some books have a theme where the main character learns a lesson. Display a [theme anchor chart](#). *In this story, everyone in George's family is a yeti, except George. Let's read to find out what happened.*

We Do: Read the story, pausing for students to check for understanding of key details.

They Do: After reading, students think-pair-share the theme with the rest of the class, including one detail to support the theme. *What lesson did George and his family learn? How do you know?*

Writing Skill: Organization in Informative Writing

Lesson: Topic Sentence/Supporting Detail

I Do: Remind students that writing needs to be organized to help the reader understand it. *In Informative Writing, remember we should start with a topic sentence. That means a sentence to tell the reader what to expect. Write the topic sentence on the board: "We know a lot about First Grade." When we add more details, we want our writing to stay organized. All the ideas should match the topic sentence. My details can't be about my family, or soccer, or the weather, if my topic sentence is about First Grade.*

We Do: Brainstorm supporting details to match the topic sentence “*We know a lot about First Grade.*” and chart the ideas on the board (ex. rules to follow, subject matter learned, classroom supplies, etc.)

You Do: *Imagine you are writing to a Kindergartener about what you learned in First Grade. You want to teach them something new before they get here. Make sure your writing is organized by staying on topic.* Have students write their own supporting detail sentence(s) to match the topic sentence “*We know a lot about First Grade.*”

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
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- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- 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 In the Sky with pictures.)

- Picture Directions

Special Education:

- Follow All IEP Modifications
- 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 (ex. Best Books for First Grade)
- Choral Reading
- Chants, Songs (ex. Kids vs. Phonics video oi/oy)
- Small Group Instruction-
- 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”

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction-
- 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

Gifted And Talented:

- 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 (ex. Genius Hour)
- 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
- Ask Higher Order Thinking Questions

Students At Risk Of School Failure:

- Provide Peer Tutoring
- 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

Core Instructional and Supplemental Materials

Wonders program

Student Books

Technology resources :

[BrainPOP Jr.](#)
[Scholastic News](#)
[Handwriting Hub | Iowa Reading Research Center](#)

Third Party vendors and websites such as:

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 - Teach Your Monster to Read
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 - ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Teacher created path
- Can also use third party vendor websites such as:
 - Starfall
 - Teach Your Monster to Read
 - Epic
 - ReadWorks

Supplemental Texts for Students Exceeding Grade Level Expectations

- Teacher created path
- District approved novels

- [BrainPOP Jr.](#)

Unit Reflections

Teacher Notes/Reflection:

Language Functions and Sample Language Features

Orient audience to story through... ■ Pictures, words, title, statements or common story expressions (Once upon a time) to introduce context ■ Noun groups to state who or what the story is about (the white swans, Joey's big family) ■ Simple statements to introduce the problem (They got lost.) ■ Prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night)

Develop story events through... ■ Verbs to describe what characters do, think, feel, and say ■ Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so) ■ Pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place) ■ Simple statement to provide closure (The End, And then we went home.)

Engage and adjust for audience through... ■ Pictures and other graphics to complement the storyline ■ Word choices to convey attitudes, develop suspense, share excitement (my best friend, really scary, wonderful!) ■ Literary and familiar expressions (big, ugly monster; run, run as fast as you can!), sensory language (yucky) onomatopoeia (BOOM! CRASH!) to add interest; tone of voice and gesturing to tell a story

Introduce and define topic and/or entity for audience through... ■ Title, generalized nouns to introduce topic (The Desert, Lizards) ■ Relating verbs (have, be, belong to) to define the topic (Lizards are reptiles.) or state of entity (The river is long.) ■ Pronouns (it, they), demonstratives (this, these, that, those), renaming (lizard=it) to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through... ■ Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (red and yellow feathers) ■ Prepositional phrases to describe place or location (on the ground, in Antarctica) ■ Compound sentences to add details (Birds like fruit and seeds. The river is long and deep.) ■ Doing verbs to describe actions (eats, lives) ■ Visuals (labeled drawings) to support information