Wall Township Public Schools	BOE Approval Date: August 20, 2024

Course Title: ESL First Grade

Course Description: In this curriculum students build on their foundational knowledge of letter sounds and gain knowledge of more complex sound spelling patterns including long vowels and long vowel teams, digraphs and blends, r-controlled vowels, diphthongs and variant vowels. Students will practice their language skills through various listening and speaking activities, reading and writing sound spellings and work on decoding and encoding grade level word family words. Students will apply language and vocabulary skills within the four domains of listening, speaking, reading and writing to decode and read fluently grade level texts and share ideas as it relates to important elements of those text features as well as make connections with their own lives.

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter

knowledge, teaching knowledge, and teaching skills of teachers
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: In this unit students will have opportunities to practice reading with **short vowels** and **consonants**.	MP 1 - Weeks 1-6 Days 1-30
Unit 2: In this unit students will have the opportunities to practice reading **consonant digraphs**, **beginning blends,** and previously learned imagined phonics skills.	MP 1 & 2- Weeks 7-12 Days 31-60
Unit 3: In this unit students will have the opportunities to practice reading **consonant a-e** spellings, and previously learned phonics skills.	MP 2 & 3- Weeks 13-18 Days 61-90
Unit 4: In this unit students will have the opportunities to practice reading **VCe** spellings for **long vowel teams**, **soft consonants**, and previously learned phonics skills.	MP 3 - Weeks 19-24 Days 91-120
Unit 5: In this unit students will have the opportunities for children to practice reading long vowels, **vowel teams, r-controlled vowels**, and previously learned phonics skills.	MP 4 - Weeks 25-30 Days 121-150
Unit 6: In this unit students will have the opportunities to practice reading **r-controlled vowels, diphthongs, variant vowels**, and previously learned phonic concepts.	MP 4 -Weeks 31-36 Days 151-180

Unit 1

Desired Results

Unit 1:

Unit Summary: In this unit students will have opportunities to practice reading with short vowels and consonants.

Learning Standards

NJSLS:

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.

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Decode regularly spelled one-syllable words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- 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.

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

Foundational Skills: Writing Language

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

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

Spelling

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

- Short vowels and single consonants.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- Write sentences with increasing complexity.
- Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

Reading Domain

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

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

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

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

- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.

ELD

ELD-LA.K.Narrate.Interpretive Multilingual learners will interpret language arts narratives (with prompting and support) by

* Identifying key details

* Identifying characters, settings, and major events

* Asking and answering questions about unknown words in a text

ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by

* Identifying main topic and key details

* Asking and answering questions about descriptions of familiar attributes and characteristics

* Identifying word choices in relation to topic content area

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning

* Connect stories with images and representations to add meaning

* Ask questions about what others have shared

* Recount and restate ideas

* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts

* Describe characteristics, patterns, or behavior

* Describe parts and wholes

* Sort, clarify, and summarize ideas

* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* 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

Interdisciplinary Connections

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

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

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

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

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

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

Interdisciplinary Connections:

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

transportation, housing, dietary needs).

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

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

Learning Targets	
Unit Essential Questions: ● What is Phonemic Awareness? ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works? ● What is informational writing?	**Unit Enduring Understandings:** ● Phonological awareness is the understanding that spoken language is made up of sounds. ● Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
Vocabulary: Short vowel word family words, decodable readers story words, high frequency words **Content:** back to school, community building and hispanic heritage month vocabulary from read aloud books	
Students will be able to • Decode and encode the sound spelling for: Short a, Consonants m, t, b, c, n, s, p, r, h, d, Short i, Consonants f, g, k, l, x, j, qu, z, w, v, y, Short o, Short e, Short u • Define and illustrate:	

- Spell High Frequency Words:
- Recognize and produce rhyme
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate (initial and medial), blend, identify and segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
- Book orientation /turning pages
- Text direction
- Distinguish letters from words within sentences
- Match print to speech
- Word spaces
- Picture support
- Distinguish features of a sentence
- Understand book parts(title, author, illustrator, table of contents)
- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group.
- Write the answer to a prompt in a complete sentence.

Learning Activities & Differentiation: *Back to School*, *Community Building*, *Hispanic Heritage Month*

Week 1:

Identify rhyming words., Isolate and pronounce syllables in single syllable words., Decode words with **short a** and consonants, Recognize and read grade level high-frequency words., Read fluently with accuracy, Practice letter formation.

Bridge to Reading: Week 1

Week 2:
Recognize spoken alliteration, Isolate and pronounce syllables in single syllable words., Decode words with **short i** and consonants., Blend sounds to produce single syllable words., Produce alliteration., Practice letter formation., Read fluently with accuracy., Accurately spell HF words.
Bridge to Reading: Week 2

Week 3:
Isolate and pronounce syllables in single syllable words., Decode words with **short o** and consonants., Blend sounds to produce single syllable words. Produce alliteration., Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Bridge to Reading: Week 3

Week 4:
Blend onset and rime, Isolate phonemes, Blend, Identify, Segment Phonemes, Decode words with **short e,** Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Bridge to Reading: Week 3

Week 5
Segment Onset and Rime, Isolate Phonemes (Medial), **Short u,** Letter Formation Uu, Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HR words.
Bridge to Reading: Week 4
Week 6
Review and practice the skill of editing and revising written work and using previously taught sound-spelling patterns., Practice speaking and listening skills.

Assessment Evidence
Formative Assessments: Unit 1 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Ready Reading Activities, Word family word sorts (short vowels), Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), BOY assessment, DIBELS 8

Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, decodable books, magnetic decodable readers, word sorts, center activities
Elkonin boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

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

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Independent study: **independent reading**
- Higher-order thinking skills: **questioning strategies**
- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results
Unit 2: ESL First Grade
Unit Summary: In this unit students will have the opportunities to practice reading consonant digraphs, beginning blends, and previously learned imagined phonics skills.
Learning Standards
NJSLS:

Print Concepts

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

Phonemic 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.

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
    - Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
    - 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.

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

Foundational Skills: Writing Language

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

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

Spelling

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

- Short vowels and single consonants.
- Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- Write sentences with increasing complexity.
- Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

Reading Domain

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

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

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

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

- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.

ELD-LA.K.Narrate.Interpretive Multilingual learners will interpret language arts narratives (with prompting and support) by

* Identifying key details
* Identifying characters, settings, and major events
* Asking and answering questions about unknown words in a text

ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by

* Identifying main topic and key details
* Asking and answering questions about descriptions of familiar attributes and characteristics
* Identifying word choices in relation to topic content area
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* 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

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning

* Connect stories with images and representations to add meaning

* Ask questions about what others have shared

* Recount and restate ideas

Interdisciplinary Connections

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

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

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

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

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

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

Interdisciplinary Connections:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

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

Learning Targets	
Unit Essential Questions: ● What is Phonemic Awareness? ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works? ● What is opinion writing? ● How is building fluency important?	**Unit Enduring Understandings:** ● Phonological awareness is the understanding that spoken Language is made up of sounds. ● Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. • Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the, and an end that sums up all of the information.
Vocabulary: Digraph and ending blends Word family Words, decodable readers story words, high frequency words	

Content: Seasonal words, vocabulary words related to kindness and respect from read aloud books

Students will be able to:

- Decode and encode Digraphs: sh,th,ch,wh,ck,tch,ng, Beginning Blends bl,cl,fl,pl,st,sk,sm,sp
- Recognize and produce rhyme
- Define and illustrate:
- Spell High Frequency Words:
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate(initial and medial), blend, identify and
- segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
- Book orientation /turning pages
- Text direction
- Distinguish letters from words within sentences
- Match print to speech
- Word spaces
- Picture support
- Distinguish features of a sentence
- Understand book parts(title, author, illustrator, table of contents)
- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group.
- Write the answer to a prompt in a complete sentence.

Learning Activities & Differentiation: *Bullying Prevention Awareness*, *Seasons*

Week 1:
Blend Syllables, Isolate Phonemes (Initial), **Digraphs: sh, th, ch, wh**, Words with Consonant Digraphs, Letter Formation
High Frequency Words, Fluency
Bridge to Reading: Week 5 and 6

Week 2:
Segment Syllables, Isolate Phonemes (Final), **Digraphs th, sh, ck**, Practice letter formation., Read fluently with accuracy.
Accurately spell HF words.
Bridge to Reading: Week 7

Week 3:
Blend/Segment Onset and Rime, Isolate, Identify, Substitute Phonemes, **Digraphs ch, tch, ng**, Practice letter formation., Read fluently with accuracy, Accurately recognize, read & spell HF words.
Bridge to Reading: Week 7, Week 10

Week 4:
Blend/Segment Syllables, Add, Delete, Phonemes, Segment, Blend Phonemes, **Beginning Blends: bl, cl, fl, pl**, Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Bridge to Reading: Week 13 pgs 18, 22, 23, 24

Week 5:
Blend/Segment Syllables, Add, Delete Phonemes (Initial), Segment, Blend Phonemes, **Beginning Blends: st, sk, sm,sp, sw, sn**
Practice letter formation, Read fluently with accuracy, Accurately recognize, read & spell HF words.
Bridge to Reading: Week 13 review
Week 6
Review Week

Assessment Evidence
Formative Assessments: Unit 2 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Ready Reading Activities, Word family word sorts (digraphs/blends), Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), DIBELS 8
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, decodable books, magnetic decodable readers, word sorts, center activities
Elkonin boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

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

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts, hand gestures and movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts, hand gestures and movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **sand trays, boogie boards, sound manipulatives**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **Independent reading**
- Higher-order thinking skills: **Questioning strategies**
- Student-driven instruction: **Students choice board**

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: ESL First Grade

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

Learning Standards

NJSLS:

Print Concepts

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

Phonological Awareness

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

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- 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.

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

Foundation Writing Skills: Writing Language

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

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

Spelling

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

- Short vowels and single consonants.
- Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- Write sentences with increasing complexity.
- Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
- Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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.

- Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Domain

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

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

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

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

- 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).

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.

ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by

* Identifying main topic and key details
* Asking and answering questions about descriptions of familiar attributes and characteristics
* Identifying word choices in relation to topic content area
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* 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

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas

Interdisciplinary Connections

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

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

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

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

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

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

Interdisciplinary Connections:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Learning Targets	
Unit Essential Questions: What is Phonemic Awareness? ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works? ● What is informational writing?	**Unit Enduring Understandings:** ● Phonological awareness is the understanding that spoken language is made up of sounds. ● Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Vocabulary: Word family words with beginning three letter blends, ending blends and long vowel patterns, decodable readers story words, high frequency words **Content:** native american heritage/holidays around the world vocabulary from read aloud books.

Students will be able to:

- Decode and encode Beginning Blends cr, fr, dr, tr, br, gr, sn, sw
- 3-Letter Consonant: scr-, spl-, spr-, str-
- Ending Blends: -sk, -st, -mp, -nd, -nt
- Differentiate between long a: a_e; Short a
- Define and illustrate:
- Spell High Frequency Words:
- Recognize and produce rhyme
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate(initial and medial), blend, identify and
- segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
- Book orientation /turning pages
- Text direction
- Distinguish letters from words within sentences
- Match print to speech
- Word spaces
- Picture support
- Distinguish features of a sentence
- Understand book parts(title, author, illustrator, table of contents)
- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words

- Engage in collaborative discussions with a partner or whole group.
- Write the answer to a prompt in a complete sentence.

Learning Activities & Differentiation: *Indigenous Heritage/Native American Heritage*, *Holidays Around the World*

Week 1
Blend, segment phonemes, add, delete and substitute phonemes, **beginning r blends, fr, dr, cr, tr,** words with beginning blends, letter formation, high frequency words, fluency
Bridge to Reading Week 14

Week 2
Blend, add, segment phonemes, **beginning gr, br, sn, sw** blends, words with beginning blends, letter formation, high frequency words, read with fluency and accuracy
Bridge to Reading Week 14 review

Week 3
Blend, add, segment phonemes, **beginning three letter blends scr, spr, spl, str,** words with beginning three letter blends, letter formation, accurately read and spell high frequency words, read with fluency and accuracy
Bridge to Reading Week 16

Week 4
Blend, add, segment phonemes, **ending blends nt, sk, st, mp, nd,** words with ending blends, letter formation, accurately read and spell high frequency words, read with fluency and accuracy
Bridge to Reading Week 15

Week 5
Blend, add, segment phonemes, **Long a spelled a_e**, letter formation, accurately read and spell high frequency words, read with fluency and accuracy
Bridge to Reading Week 11 pgs. 2,7,8

Week 6
Review skills taught

Assessment Evidence
Formative Assessments: Unit 3 Assessment - Magnetic Reading, Bridge to Reading weekly assessments/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Word family word sorts (two and three letter beginning and ending blends, long a spelled a_e), Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), DIBELS 8
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, decodable books, magnetic decodable readers, word sorts, center activities
Elkonin boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats: **anchor charts and word sort picture cues** • Use of prompts: **Language stems for speaking and writing** • Authentic assessments: **1:1 conferencing** Specific Strategies and Practices that Support **Students with 504**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats: **anchor charts and word sort picture cues** • Use of prompts: **Language stems for speaking and writing** • Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **sand trays, elkonin boards, boogie boards**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Inquiry-based instruction
- Independent study: **Independent reading**
- Higher-order thinking skills: **Questioning Strategies**
- Student-driven instruction: **Student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results

Unit 4: ESL First Grade

Unit Summary: In this unit students will have the opportunities to practice reading VCe spellings for long vowel teams, soft consonants, and previously learned phonics skills.

Learning Standards

NJSLS:

Print Concepts

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

Phonological Awareness

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

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

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

- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- 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.

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

Foundation Writing Skills: Writing Language

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

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

Spelling

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

- Short vowels and single consonants.
- Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- Write sentences with increasing complexity.
- Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
- Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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.

- Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Domain

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

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

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

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

- 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).

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.

ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by

* Identifying main topic and key details
* Asking and answering questions about descriptions of familiar attributes and characteristics
* Identifying word choices in relation to topic content area
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* 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

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning
* Connect stories with images and representations to add meaning
* Ask questions about what others have shared
* Recount and restate ideas

Interdisciplinary Connections

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

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

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

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

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

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

Interdisciplinary Connections:

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Learning Targets	
Unit Essential Questions: ● What is phonemic awareness? ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why do readers ask and answer questions before, during, and after reading? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works?	**Unit Enduring Understandings:** ● Phonological awareness is the understanding that spoken Language is made up of sounds. ● Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning ● Reading with accuracy and fluency aids in comprehension. ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that

	introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
Vocabulary: Long vowel word family words, soft c and g, Decodable readers story words, high frequency words **Content**: Black History Month, Civil Rights vocabulary words from read aloud books	
Students will be able to: ● Decode and encode Long o, i, u, e, a, Soft c and g ● Define and illustration vocabulary words ● Read and spell high frequency words ● Recognize and produce rhyme ● Recognize and produce alliteration ● Blend and segment onset and rime ● Isolate(initial and medial), blend, identify and ● segment phonemes in single syllable words ● Review consonants ● Encode and decode words with short vowels ● Reinforce letter formation ● Understand how print works ● Book orientation /turning pages ● Text direction ● Distinguish letters from words within sentences ● Match print to speech ● Word spaces ● Picture support ● Distinguish features of a sentence ● Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words	

- Engage in collaborative discussions with a partner or whole group.
- Write the answer to a prompt in a complete sentence.

Learning Activities & Differentiation: *Civil Rights*, *Tolerance*, *Black History Month*, *Week of Kindness*

Week 1: Blend, Segment, Phonemes, **Long o, Long i,** Letter Formation, High Frequency Words, read with fluency
Bridge to Reading Week 12 pgs. 10, 14, 15, 16 Week 11 pgs. 5, 6, 7, 8

Week 2: Blend, Segment Phonemes, **Long u, Long e**, Practice letter formation., Read fluently with accuracy, Accurately spell HF words.
Bridge to Reading Week 12 pgs. 13, 14, 15, 16

Week 3: Blend, Segment Phonemes, **Soft c, g, Words with Soft c, dge**, Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Week 29 pgs. 50, 54, 55, 56

Week 4: Blend/Segment Phonemes, **Long a: ai, ay**, Practice letter formation., Read fluently with accuracy, recognize, read & spell HF words.
Bridge to Reading Week 19 pgs. 66, 70, 71, 72

Week 5: Blend, Segment, Add Phonemes, **Long e: e, ee, ea**, Practice letter formation., Read fluently with accuracy, Accurately recognize, read & spell HF words.
Bridge to Reading Week 20

Week 6:
Review Skills

Assessment Evidence
Formative Assessments: Unit 4 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Word family word sorts (CVCE long o, i, u, soft and hard c/g, long a vowel teams, long e vowel teams), Think Pair Share, center activities

Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), DIBELS 8
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, decodable books, magnetic decodable readers, word sorts, center activities
Elkonin boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

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

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts,word family visuals**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts,word family visuals**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **sand trays, boogie boards, elkonin boxes**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **Independent reading**
- Higher-order thinking skills: **Questioning strategies**
- Student-driven instruction: **Student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 5

Desired Results
Unit 5: First Grade ESL
Unit Summary: In this unit students will have the opportunities for children to practice reading long vowels, vowel teams, r-controlled vowels, and previously learned phonics skills.
Learning Standards
NJSLS:

Print Concepts

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

Phonological Awareness

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

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

- 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.

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

Foundation Writing Skills: Writing Language

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

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

Spelling

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

- Short vowels and single consonants.
- Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- Write sentences with increasing complexity.
- Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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.

- Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Domain

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

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

Writing Domain

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

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

- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

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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.

ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by

* Identifying main topic and key details
* Asking and answering questions about descriptions of familiar attributes and characteristics
* Identifying word choices in relation to topic content area
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* 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

ELD-SI.K-3.Narrate Multilingual learners will...

* Share ideas about one's own and others' lived experiences and previous learning

* Connect stories with images and representations to add meaning

* Ask questions about what others have shared

* Recount and restate ideas

Interdisciplinary Connections

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

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

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

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

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

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

Interdisciplinary Connections:

6.1.2.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.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
● What is Phonemic Awareness? ● How do we figure out a word we do not recognize?	● Phonological awareness is the understanding that spoken

<table>
<tr>
<td>• Why do readers use different strategies or tools to help them as they
read?
• Why is it important to read accurately with ease?
• Why is it important to understand how print works?
• What is narrative writing?</td>
<td>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.</td>
</tr>
<tr>
<td colspan="2">Vocabulary: Long vowel teams word family words, Decodable readers story words, high frequency words Content: women’s history vocabulary from read aloud books.</td>
</tr>
<tr>
<td colspan="2">Students will be able to:
• Decode and encode Long o (o, oa,ow), Long i (i,y,igh), Long e (y,ey), r-controlled vowel ar,er,ir,ur
• Define and illustrate vocabulary words
• Read and spell high frequency words
• Recognize and produce rhyme
• Recognize and produce alliteration
• Blend and segment onset and rime</td>
</tr>
</table>

- Isolate(initial and medial), blend, identify and
- segment phonemes in single syllable words
- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
- Book orientation /turning pages
- Text direction
- Distinguish letters from words within sentences
- Match print to speech
- Word spaces
- Picture support
- Distinguish features of a sentence
- Understand book parts(title, author, illustrator, table of contents)
- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group.
- Write the answer to a prompt in a complete sentence.

Learning Activities & Differentiation: *Women's History Month*
Week 1: Blend, Segment, Delete Identify, **Long o: o, oa, ow,** Long Vowel Syllable Patterns, Spelling words with long o, Letter Formation, High Frequency Words, read with fluency
Bridge to Reading Week 19 pgs. 69-72

Week 2: Blend, Segment Add Phonemes, **Long i: i, y, igh,** Words with Long i: i, y. igh, Practice letter formation., Read fluently with accuracy, Accurately spell HF words.
Bridge to Reading Week 21 pgs. 82, 85, 86, 87, 88

Week 3: Blend, Segment, Identify Phonemes, Isolate Phonemes (Final), **Long e: y, ey**, Practice letter formation., Read fluently with accuracy. Accurately recognize, read & spell HF words.

Bridge to Reading Week 20

Week 4: Blend, Segment, Identify Phonemes, **r- Controlled Vowel ar,** r- Controlled Vowel Syllable Patterns, Practice letter formation, Read fluently with accuracy, Accurately recognize, read & spell HF words.
Bridge to Reading Week 17 pgs. 50, 51, 54, 55,56

Week 5: Blend/Segment Identify Syllables, **r- Controlled Vowels er, ir, ur**, Practice letter formation, Read fluently with accuracy, Accurately recognize, read & spell HF words.
Bridge to Reading Week 18

Week 6: Review Week

Assessment Evidence
Formative Assessments: Unit 5 Assessment - Magnetic Reading, Bridge to Reading weekly assessments/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Word family word sorts (Long o,i and e vowel teams, r-controlled vowels), Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), DIBELS 8

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, decodable books, magnetic decodable readers, word sorts, center activities
Elkonin boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit***

- Use of visual and multisensory formats: **anchor charts, word family words picture cues**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Sand trays, elkonin boards, boogie boards**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Sand trays, elkonin boards, boogie boards**
- Use of prompts: **Language stems for speaking and writing**
- Modification of content and student products
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **Independent reading activities**
- Higher-order thinking skills: **Questioning strategies**
- Student-driven instruction: **Student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

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

Unit 6

Desired Results

Unit 6: ESL First Grade

Unit Summary: In this unit students will have the opportunities to practice reading r-controlled vowels, diphthongs, variant vowels, and previously learned phonic concepts.

Learning Standards

NJSLS:

Print Concepts

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

Phonological Awareness

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

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

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- 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.

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

Foundation Writing Skills: Writing Language

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

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

Spelling

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

- Short vowels and single consonants.
- Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- Write sentences with increasing complexity.
- Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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.

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- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

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W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

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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.

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* Asking and answering questions about descriptions of familiar attributes and characteristics

* Identifying word choices in relation to topic content area

* Discuss how stories might end or next steps

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* Define and classify objects or concepts

* Describe characteristics, patterns, or behavior

* Describe parts and wholes

* Sort, clarify, and summarize ideas

* Summarize information from interaction with others and from learning experiences

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* 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

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* Share ideas about one's own and others' lived experiences and previous learning

* Connect stories with images and representations to add meaning

* Ask questions about what others have shared

* Recount and restate ideas

Interdisciplinary Connections

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

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

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

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Interdisciplinary Connections:

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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).

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Learning Targets

Unit Essential Questions:

- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is informational writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken Language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).

	● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
Vocabulary: Word family words, vocabulary from decodable readers, high frequency words, **Content:** Earth month and immigration awareness vocabulary words from read aloud books	
Students will be able to: ● Decode and encode words with spelling patterns r-controlled vowels or, oar, ore, Diphthongs ou, ow, oi, oy, Variant Vowels oo,ue,ew,au,aw,a(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 sentences
- Match print to speech
- Word spaces
- Picture support
- Distinguish features of a sentence
- Understand book parts(title, author, illustrator, table of contents)
- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group.
- Write the answer to a prompt in a complete sentence.

Learning Activities & Differentiation: *Earth Month*, *Immigration Awareness*

Week 1:

Blend, Segment Identify Substitute Phonemes, r- Controlled Vowels or, oar, ore, Consonant + le Syllable Patterns, Words with or, oar, ore, Letter Formation, High Frequency Words, Fluency

Bridge to Reading Week 18 review

Week 2:

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

Bridge to Reading Week 27

Week 3

Blend, Segment, Add, Identify Phonemes, Diphthongs oi, oy, Vowel Team Syllable Patterns, Words with oi, oy, Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Bridge to Reading Week 26

Week 4:
Blend, Segment, Add Phonemes, Variant Vowel oo (book), Variant vowel oo (room) ue, ew, ui Irregular Plurals, Words with Variant Vowels, Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Bridge to Reading Week 22 and 23

Week 5:
Blend/Segment, Delete, Identify Syllables, Variant Vowels au, aw a(l), Suffix- ly, Words with Variant Vowels, Practice letter formation., Read fluently with accuracy., Accurately recognize, read & spell HF words.
Bridge to Reading Week 25

Week 6:
Review all skills

Assessment Evidence
Formative Assessments: Unit 6 Assessment - Magnetic Reading, Bridge to Reading weekly assessments/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Word family word sorts (Long o,i and e vowel teams, r-controlled vowels), Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), DIBELS 8
Formative Assessments: Unit 5 Assessment - Magnetic Reading, Bridge to Reading weekly assessments/check in

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, decodable books, magnetic decodable readers, word sorts, center activities
Elkonin boards, boogie boards

Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

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

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts, word family words picture cues**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Sand trays, elkonin boards, boogie boards**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Sand trays, elkonin boards, boogie boards**
- Use of prompts: **Language stems for speaking and writing**
- Modification of content and student products
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **Independent reading activities**
- Higher-order thinking skills: **Questioning strategies**
- Student-driven instruction: **Student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups