

Introduction:

Students in 1st Grade ELA will complete seven units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of phonics skills, word study, vocabulary, grammar. Grade 1 Reading Units of Study focus on teachers reinforcing children's learning from kindergarten, and they will establish ability-based partnerships that tap into the social power of peers working together to help each other become more strategic as readers. It also produces children's natural curiosity as they explore nonfiction, while teachers focus on comprehension strategies, word solving, vocabulary, fluency, and author's craft while focusing on story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation. The writing units invite first-graders to write in a variety of genres (small moments, personal narratives, informative, and persuasive). All ELA units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Created on:	July 14, 2015
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Revised on:	August 11, 2020
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini, Jill Falletta
Proposed Revision Date:	

Beach Haven School District	
English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 1
Instructional Materials: "Reading Workshop," "Writing Workshop," "Foundations"	

UNIT 1: Reading: Building Good Reading Habits (Book-1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Small Moments: Writing with Focus, Detail and Dialogue (Book 1) Narrative, Shared Writing, Interactive Writing	30 Days-ongoing
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<p>Phonics: Level 1 Foundations(Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	
<p>UNIT 2:</p> <p>Reading: Word Detectives (New Book 2016), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing How-To Books (If ...Then...), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>
<p>UNIT 3:</p> <p>Reading: Learning About the World: Reading Nonfiction (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Nonfiction Chapter Books (Book 2), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Day-ongoings</p>
<p>UNIT 4:</p> <p>Reading: Readers Get to Know Characters By Performing Their Books (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing Reviews (Book 3), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>
<p>UNIT 5:</p> <p>Reading: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Music in Our Hearts: Writing Songs and Poetry (If...Then...), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>

<p>UNIT 6: Reading: Meeting Characters and Learning Lessons: A Study of Story Elements , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>
<p>Unit 7: Reading: Reading Nonfiction Cover to Cover: Nonfiction Book Club (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Independent Writing Projects (If...Then...), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>30 Days-ongoing</p>

UNIT 1 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 1

Target Course / Grade Level:

Integrated English Language Arts / 1st Grade

Reading: Building Good Reading Habits (Book-1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Small Moments: Writing with Focus, Detail and Dialogue (Book 1) Narrative, Shared Writing, Interactive Writing

Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Use planner for organizing assignments
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

NJSLS: Content Standards:**Reading:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Connections:**Social Studies:**

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

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

<p>Unit 1 Essential Questions:</p> <p>Reading:</p> <ul style="list-style-type: none"> ● How do readers push themselves to read more? ● What do readers think while they read? ● How do readers make sense of the words on a page? ● How do readers share books? <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to think about our audience when we write? <input type="checkbox"/> How do authors improve their writing? <input type="checkbox"/> How do authors communicate their ideas to an audience? <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know? 	<p>Unit 1 Enduring Understandings:</p> <p>Reading:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● There are many ways that readers push themselves to read with enthusiasm and stamina. ● Readers envision as they read. ● Readers match the picture in their minds with the words on the page. 1 ● Readers talk about and share ideas about books with partners <p>Writing:</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a process writers engage in to create writings <input type="checkbox"/> Writers write long and strong, with great volume and stamina <input type="checkbox"/> A small moment is a story about a single event in one's life, written with detail and elaboration <input type="checkbox"/> Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience <input type="checkbox"/> Writers revise and edit their writing to improve readability for an audience <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Unit Objectives:

Reading

- Establish routines and expectations
- Build strategies for partner reading
- Use beginning reading behaviors and print strategies

Writing

- Engage in the process of writing workshop to create, refine, and share our ideas
- Creating a small moment (narrative) story
- Write so that others can read and understand our ideas

Phonics

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text

- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |

<ul style="list-style-type: none"> ● Kinesthetic Assessments ● Running Records ● Constructive Quizzes 	<ul style="list-style-type: none"> · Whiteboard Assessments · Think-Pair-Share · Literature Circles
Summative Assessments <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece ● Timed Reading ● Performance Assessment ● District Benchmark or Interim Assessment 	
Alternative Assessment <ul style="list-style-type: none"> ● Showcase portfolio ● Reflective journals 	
Benchmark Assessments <ul style="list-style-type: none"> ● Beginning of the year SGO ● Mid-Year SGO ● End-of-Year SGO 	

UNIT 2 OVERVIEW	
Content Area: English Language Arts	
Unit Title: Unit 2	
Target Course / Grade Level: Integrated English Language Arts / 1st Grade	
Unit Summary: Reading: Word Detectives (New Book 2016), Reading A-Z,(Guided Reading), Comprehension, Speaking & Listening Writing: Writing How-To Books (If ...Then...), Shared Writing, Interactive Writing Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
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- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

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- Teach study skills
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Students at Risk of Failure:

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- Provide academic resources for both home and school use
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- Build a safe and nurturing atmosphere
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- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
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- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
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Content Statements:**Reading:**

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larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Connections:

Social Studies:

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

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

Unit 2 Essential Questions:	Unit 2 Enduring Understandings:
<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do readers respond when they come across a tricky word? <input type="checkbox"/> Why is it important to use multiple strategies at once? <input type="checkbox"/> How can partners help us improve our reading? <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to think about our audience when we write? <input type="checkbox"/> How do authors improve their writing? <input type="checkbox"/> How do authors communicate their ideas to an audience? <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know? 	<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers think about a story and how the words will go before they read. <input type="checkbox"/> Readers use all they know about letters, sounds, patterns, and high frequency words to help us read. <input type="checkbox"/> Readers make sure they check and fix their words when they notice something is not quite right. <p>Writing</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is a process, and every step in the process is important <input type="checkbox"/> Writers write long and strong, with great volume and stamina <input type="checkbox"/> How-to writing contains content-specific expert language as well as descriptive language <input type="checkbox"/> Writers revise and edit their writing to improve readability <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding letter sounds can apply to reading and writing fluently <input type="checkbox"/> Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Phonics:

- -Understanding letter sounds can apply to reading and writing fluently
- -Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know

Unit Objectives:

Reading:

- ☐ Readers use multiple strategies simultaneously as they read
- ☐ Readers utilize snap words to read with fluency and to solve longer, more complex words
- ☐ Reading use their knowledge of letters and sounds to read words

Writing:

- ☐ Engage in the writing process to create, refine, and share our ideas
- ☐ Construct procedural writings that are explicit, clear, and sequential
- ☐ Revise writing to improve clarity for the audience

Phonics

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Additional Resources

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- Foundations Teacher Toolkits
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- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment

- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

UNIT 3 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 3

Target Course / Grade Level: Integrated English Language Arts / 1st Grade

Unit Summary:

Reading: Learning About the World: Reading Nonfiction (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Nonfiction Chapter Books (Book 2), Shared Writing, Interactive Writing

Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Use planner for organizing assignments
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- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Unit 3 Learning Targets

Content Standards:

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading:

- NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;
- summarize the key supporting details and ideas.

Interdisciplinary Connections:

Social Studies:

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

- L.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics*

and texts with peers and adults in small and larger groups.

<p>Unit 3 Essential Questions:</p> <p>Reading</p> <ul style="list-style-type: none"><input type="checkbox"/> Why do people read nonfiction texts?<input type="checkbox"/> How do I use everything I know about reading to read books that teach me information and ideas about different topics? <p>Writing:</p> <ul style="list-style-type: none"><input type="checkbox"/> How do writers write to teach what they know?<input type="checkbox"/> How do nonfiction writers make their stories easy to understand? <p>Phonics:</p> <ul style="list-style-type: none"><input type="checkbox"/> How can I use letter sounds to read and write words?<input type="checkbox"/> How do letter sounds help me read words I do not know?<input type="checkbox"/> How do letter patterns help me learn to read words I do not know?	<p>Unit 3 Enduring Understandings:</p> <p>Reading</p> <ul style="list-style-type: none"><input type="checkbox"/> Nonfiction readers read to become smarter about our world<input type="checkbox"/> Nonfiction readers think about what they read.<input type="checkbox"/> Nonfiction readers have ways to deal with tricky words as they read.<input type="checkbox"/> Readers can read more than one book about a topic to compare and contrast. <p>Writing:</p> <ul style="list-style-type: none"><input type="checkbox"/> Writers write to teach what they know well.<input type="checkbox"/> Writers revise to make writing better<input type="checkbox"/> Writers elaborate to make writing stronger. <p>Phonics:</p> <ul style="list-style-type: none"><input type="checkbox"/> How can I use letter sounds to read and write words?<input type="checkbox"/> How do letter sounds help me read words I do not know?<input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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Big Ideas: Course Objectives

- ☐ Reading to learn
- ☐ Developing strategies for dealing with tricky words in nonfiction
- ☐ Growing ideas about nonfiction topics
- ☐ Comparing and contrasting information from different books

Big Ideas: Course Objectives

- ☐ Nonfiction writers read several books about one topic so that they can become experts on that topic. ☐ Nonfiction writers use text features to help make complex ideas easier for their readers to understand. ☐ Nonfiction writers organize like information into categories.
- ☐ Nonfiction writers introduce information and provide a sense of closure.
- ☐ Nonfiction writers ask and answer questions.
- ☐ Writers self-assess and set goals for their writing

Phonics

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters

- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Additional Resources

- **Ready Workbook**
- **Fundations student toolkit**
- **Fundations Teacher Toolkits**

- ***Units of Study for Teaching Writing*** by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- ***Units of Study for Teaching Reading*** by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
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Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO

- Mid-Year SGO
- End-of-Year SGO

UNIT 4 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 4

Target Course / Grade Level: Integrated English Language Arts / 1st Grade

Unit Summary:

Reading: Readers Get to Know Characters By Performing Their Books (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing Reviews (Book 3), Shared Writing, Interactive Writing

Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Unit 4 Learning Targets

Content Statements:

Writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. are appropriate to task, purpose, and audience.

Interdisciplinary Connections:

Social Studies:

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

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

<p><i>Unit 4 Essential Questions:</i></p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I get to know the characters in my book really well? <input type="checkbox"/> How can I combine reading with role playing to grow my understanding of characters? <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important for writers to share their ideas with others? <input type="checkbox"/> How do writers decide what details will best support their argument? <input type="checkbox"/> What is the difference between a personal persuasive and persuasive book review? <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know? 	<p><i>Unit 4 Enduring Understandings:</i></p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Studying what characters do in books can help us learn more about them <input type="checkbox"/> Readers pay attention to what characters do, say, think, and feel <input type="checkbox"/> Readers pay attention to how a character's feelings change throughout a story <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> People can express their opinions in thoughtful, organized, and articulate ways. <input type="checkbox"/> There are several techniques authors can use to persuade their audience. <input type="checkbox"/> Writers consider opposing viewpoints when constructing their reviews <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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Unit Objectives

Students will know...

Reading:

- ☐ Describe characters: what they do, how they feel, and what they think
- ☐ Repeatedly study characters to learn more about them
- ☐ Describe setting and story elements (i.e., life lessons, problem, solution)

Writing

- ☐ Use writing to communicate personal opinions and ideas.
- ☐ Construct opinions with well-developed, organized supporting details.
- ☐ Create an introduction and conclusion that engages and persuades an audience

Phonics:

By the end of Level 1, students will be able to:

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels

- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Additional Resources

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- **Fundations student toolkit**
- **Fundations Teacher Toolkits**

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- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO

- Mid-Year SGO
- End-of-Year SGO

UNIT 5 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 5

Target Course / Grade Level: Integrated English Language Arts / 1st Grade

Summary:

Reading: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Music in Our Hearts: Writing Songs and Poetry (If...Then...), Shared Writing, Interactive Writing

Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Unit 5 Learning Targets

Content Standards:

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Connections:

Social Studies:

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

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

<p>Unit 5 Essential Questions:</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do readers respond when they come across a tricky word? <input type="checkbox"/> Why is it important to use multiple strategies at once? <input type="checkbox"/> How can partners help us improve our reading? <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>How do poets find inspiration for their writing?</i> <input type="checkbox"/> <i>How do poets use precise language to express their feelings?</i> <input type="checkbox"/> <i>How do poets create a musical quality in the tone of their poetry?</i> <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know? 	<p>Unit 5 Enduring Understandings:</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Studying what characters do in books can help us learn more about them <input type="checkbox"/> Readers pay attention to what characters do, say, think, and feel <input type="checkbox"/> Readers pay attention to how a character's feelings change throughout a story <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone. <input type="checkbox"/> Poets use poetic language, such as metaphors and comparisons. <input type="checkbox"/> As poets revise, they ask, "What can I add or take out of my poem to make it sound the way I want?" <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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<p>Unit Objectives</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe characters: what they do, how they feel, and what they think <input type="checkbox"/> Repeatedly study characters to learn more about them <input type="checkbox"/> Describe setting and story elements (i.e., life lessons, problem, solution) <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poets study the work of other poets to improve their own writing. <input type="checkbox"/> Poets use precise and powerful language to convey feelings. <input type="checkbox"/> Poets make deliberate decisions about structure to convey emotional tone.
--

Phonics:

By the end of Level 1, students will be able to:

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio

- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

UNIT 6 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 6

Target Course / Grade Level: Integrated English Language Arts / 1st Grade

Summary:

Reading: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing

Writing: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing

Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use

- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Unit 6 Learning Targets

Content Standards:

Reading:

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Connections:

Social Studies:

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

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

Unit 6 Essential Questions:

Reading:

- ☐ Why is it important to stop and think as we read?
- ☐ How can I become a better reader?
- ☐ How can working with a partner help me become a better reader, writer, and thinker?

Writing:

- ☐ How do writers decide on a topic?
- ☐ Why is revision important?
- ☐ How do authors decide on a planning method?

Phonics:

- ☐ How can I use letter sounds to read and write words?
- ☐ How do letter sounds help me read words I do not know?
- ☐ How do letter patterns help me learn to read words I do not know?

Unit 6 Enduring Understandings:

Reading:

- ☐ Readers can think about the story and how books sound to help them figure out tricky parts.
- ☐ Readers react when they reach a tricky part in their reading, and work through difficulty with independence.
- ☐ Readers reread to help their reading sound better and to monitor for understanding.
- ☐ Readers automatically use a repertoire of strategies as they read.
- ☐ Reading books helps us learn about our lives and our world.
- ☐ Readers match the picture in their mind with the words on the page.
- ☐ Readers share their opinions about books with others.

Writing:

- ☐ Writers draw on personal experiences to write fiction stories.
- ☐ Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.

Phonics:

- ☐ How can I use letter sounds to read and write words?
- ☐ How do letter sounds help me read words I do not know?
- ☐ How do letter patterns help me learn to read words I do not know?

Unit Objectives

Reading

- ☐ Utilize print strategies to read texts at just-right levels.
- ☐ Identify story elements (characters, setting, and story events).
- ☐ Retell stories, including key details.
- ☐ Demonstrate understanding of a central message or lesson in a text

Writing:

- ☐ Drafting with volume and stamina helps improve our narrative writing
- ☐ Fiction stories are well-elaborated, with an abundance of details
- ☐ Fiction authors revise extensively, reviewing their writing numerous times to make improvement

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
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- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
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- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece

- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

UNIT 7 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 7

Target Course / Grade Level: Integrated English Language Arts / 1st Grade

Summary:

Reading: Reading Nonfiction Cover to Cover: Nonfiction Book Club (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Independent Writing Projects (If...Then...), Shared Writing, Interactive Writing

Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Unit 7 Learning Targets**Content Standards:****Reading:**

- NJSLA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Interdisciplinary Connections:

Social Studies:

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

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking and Listening:

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

<p>Unit 7 Essential Questions:</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can readers draw on everything they know about informational reading to understand how the different parts of the books they read go together? <input type="checkbox"/> How can readers assume a teaching voice and stance as they read, so that they are able to share their learning with their reading club? <input type="checkbox"/> How can readers work together in a club to add their own thinking to the information they learn from the books they read? <input type="checkbox"/> How can readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another? <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do writers decide on a topic? <input type="checkbox"/> Why is revision important? <input type="checkbox"/> How do authors decide on a planning method? <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know? 	<p>Unit 7 Enduring Understandings:</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonfiction readers respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text. <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers write to teach what they know well. <input type="checkbox"/> Writers revise to make writing better. <input type="checkbox"/> Writers elaborate to make writing stronger <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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Unit Objectives

Reading

- ☐ Utilize print strategies to read texts at just-right levels.
- ☐ Identify story elements (characters, setting, and story events).
- ☐ Retell stories, including key details.
- ☐ Demonstrate understanding of a central message or lesson in a text

Writing:

- ☐ Drafting with volume and stamina helps improve our narrative writing
- ☐ Fiction stories are well-elaborated, with an abundance of details
- ☐ Fiction authors revise extensively, reviewing their writing numerous times to make improvement

Phonics:

By the end of Level 1, students will be able to:

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- | | |
|---------------------------|-------------------------------|
| ● Open Ended Questions | · Rubric |
| ● Weekly Tests | · Cooperative Learning Groups |
| ● Writer's Workshop | · Teacher Conferences |
| ● Class Discussion | · Teacher Observation |
| ● Graphic Organizers | · Writer's Notebook |
| ● Reading Responses | · Portfolio |
| ● Reading Log | · Anecdotal Notes |
| ● Exit Slips | · Peer/Self Assessments |
| ● Kinesthetic Assessments | · Whiteboard Assessments |
| ● Running Records | · Think-Pair-Share |
| ● Constructive Quizzes | · Literature Circles |

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment

- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO