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| **Beach Haven<br>1st Grade English Language Arts (ELA)<br>Curriculum Pacing Guide** | |
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| **Content Area: Language Arts** | |
| **Course Title: English Language Arts** | **Grade Level: 1** |
| Unit 1 Building Good Habits, Small Moments, Level 1 Fundations: | 30 Days |
| Unit 2 Word Detectives, Writing How-To Books, Level 1 Fundations: | 30 Days |
| Unit 3 Learning About the World, Non-Fiction Chapter Books, Level 1 Fundations: | 30 Days |
| Unit 4 Readers Have Big Jobs to Do, Writing Reviews - Opinion, Level 1 Fundations | 30 Days |
| Unit 5 Meeting Characters and Learning Lessons, From Scenes to Series, Level 1 Fundations | 30 Days |

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| Unit 6 Reading Non Fiction Cover to Cover, Music in Our Hearts, Level 1 Fundations | 30 Days |

| **Alignment with State Mandates** |
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| The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:<br>● Holocaust and genocides (N.J.S.A. 18A:35-28)<br>● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)<br>● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)<br>● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35 )<br>● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).<br>● History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44) |

## Introduction

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

At Beach Haven School, students in 1st Grade ELA will complete six units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of phonics skills, word study, vocabulary, and 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 Standards and Objectives that meet grade 1 expectations. Student progress will be measured in a variety of methods.

| **Unit 1 Overview: <u>Building Good Habits, Small Moments, Level 1 Fundations</u>:** | **Duration: 30 Days** |
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| **UNIT 1 OVERVIEW** | |
| **Reading**: Building Good Reading Habits (Book-1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening<br><br>**Writing:** Small Moments: Writing with Focus, Detail and Dialogue (Book 1) Narrative, Shared Writing, Interactive Writing<br><br>**Phonics**: Level 1 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness) | |
| **Standards/Learning Targets: Integrated English Language Arts / 1st Grade** | |
| **Focus Standards (Major Standards)** | |
| **<u>Reading- Literary</u>**<br>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).<br>RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).<br>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. | |

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or
procedures).

**Reading Foundational Skills- (Print Concepts)**

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

**Phonological Awareness**

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

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

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

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

**Speaking and Listening**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Fluency**

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

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

**Vocabulary**

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and
- content.
- L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**Writing**

- L.WF.1.1.A Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.3.A Write sentences with increasing complexity.

- L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.NW.1.3.A Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- W.NW.1.3.B Provide dialogue and/or description and details of experiences, events, or characters.
- W.NW.1.3.C Use transitional words to manage the sequence of events.
- W.NW.1.3.D Provide a reaction to the experiences or events.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that
- topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

**Supporting and Additional Standards**

**<u>Reading Informational</u>**

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

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Reading Literary**

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.PP.1.5. Identify who is telling the story at various points in a text.

**Writing**

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A.With prompts and support, identify audience and purpose before writing.
- B.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

**Speaking and Listening**

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Spelling:**

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

- A. Short vowels and single consonants.

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

**Sentence Composition (Grammar, Syntax, and Punctuation):**

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

A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
E. Use commas in dates and to separate single words in a series.
F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

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

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

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

**Primary Interdisciplinary Connections**

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

transportation, housing, dietary needs).
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Computer Science and Design Thinking Standards**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.AP.4: Break down a task into a sequence of steps.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

**Career Readiness, Life Literacies, and Key Skills**

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7: Describe actions peers can take to positively impact climate change.
9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

**Evidence of Student Learning**

| **Performance Tasks/Use of Technology** | **Summative** |
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| ● Conferencing/Individual Small group | |

- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

**Formative Assessments**

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Rubrics

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Spelling Inventory
- Teacher Assessments created
- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Reading Progressions

**Benchmarks**

- Beginning, middle and end of year
- DIBELS (Early Literacy Screening)
- DRA

**Alternative**

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time
- My Reading Log and Reflections
- Fundations Fluency Kit Assessments

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| ● Exit Slips | ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc.) writing that students do every day<br>● Running Records<br>● Scholastic News |
| **Knowledge and Skills** | |
| **Content** | **Skills** |
| **Unit Essential Questions**<br>Climate/Culture/Inclusion/Diversity/SEL<br>● How do you make new friends?<br>● How can you be a good friend to others?<br>● How can readers learn about kindness and/or appreciating differences?<br>● How are you doing?<br>● What are you excited about at school<br>● If you were principal of the school, what would you change?<br>**Phonics**<br>● How do letters and sounds work together to help us read and write?<br>● What strategies can we use to hear and say sounds in words?<br>● Why is it important to know the names and shapes of letters?<br>● How do we use tapping and blending to read words?<br>● How can understanding letters and sounds help us become better readers and writers?<br>● How can we use sounds we know to figure out new words?<br>● Why is it important to notice patterns in words?<br>How do short vowel sounds help us read and write words correctly?<br>● What strategies can we use when a word looks tricky?<br>● How do word detectives use their thinking to solve words while reading and writing? | **Unit Goals/Objectives**<br>*Students will be able to.*<br>**Phonics**<br>● Identify and produce the sounds of digraphs: **sh, ch, th, wh, ck**<br>● Blend and segment words containing digraphs to read and spell CVC and CCVC words<br>Use tapping, stretching, and blending strategies to decode unfamiliar words<br>Recognize and apply short and long vowel sounds in reading and writing<br>Identify and use word families and spelling patterns to read and spell new words<br>● Check that words and sentences make sense while reading to support comprehension<br>Apply knowledge of letters, sounds, and patterns to independently read and write new words<br><br>**Reading**<br>● Establish routines and behaviors that support independent and group reading<br>● Choose “just right” books and develop strategies for selecting texts that match interests and |

**Reading**

- What do good readers do before, during, and after reading?
- How do readers choose books that are right for them?
- Why is it important to set reading goals and stick to them?
- How can readers solve tricky words or figure out unknown words?
- What strategies do readers use to understand what they read?
- Why is rereading or asking questions helpful while reading?
  How do readers keep track of what they learn or notice in a book?

**Writing**

- What makes a story worth telling?
- How can writers stretch out a small moment to show what really happened?
- Why is it important to include details that help readers see, hear, and feel the story?
- How do writers plan and organize their ideas before writing?
- What strategies can writers use to make their writing clear and interesting for readers?
- How do writers revise and improve their stories?
  Why is it important for writers to read their writing aloud and get feedback?

**Enduring Understandings**

**Phonics**

- Letters have distinct shapes, names, and sounds, and proper formation supports clear writing.
- Words are made of individual sounds (phonemes), and each sound corresponds to a written symbol.
- Short vowel sounds are predictable in simple CVC words, aiding decoding and spelling.
- Writing and reading require understanding the directionality and reading level
  Practice active reading strategies such as stopping to check understanding, asking questions, and making predictions
- Develop phonics and decoding strategies to tackle unfamiliar words while reading
- Build comprehension skills by identifying key details, retelling, and summarizing texts
- Foster habits of rereading, self-monitoring, and reflecting on reading progress
  Share reading experiences and strategies with peers to support collaborative learning

**Writing**

- Generate and plan small moment stories by thinking about personal experiences and identifying a single important event
- Write with a clear beginning, middle, and end to show the sequence of events in the story
- Use specific details and descriptive language to help readers see, hear, and feel the story
- Illustrate ideas to support writing and add clarity for the reader
- Apply phonics, spelling patterns, and high-frequency words to write independently
- Revise writing by adding more detail, fixing mistakes, and improving clarit
- Share writing with peers to give and receive feedback, and to celebrate accomplishments as a writer

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| structure of print (left-to-right, top-to-bottom).<br>● Developing automatic letter recognition and sound knowledge builds confidence in early reading and writing.<br>● Two letters can work together to make a single sound (digraphs), and recognizing these patterns is essential for decoding.<br>● Words often belong to families with similar spelling patterns, which supports reading and spelling.<br>● Blending and segmenting sounds is a key strategy for reading unfamiliar words and spelling accurately.<br>Applying phonics knowledge systematically improves reading fluency and spelling skills.<br><br>● Repeated practice with structured word patterns strengthens confidence and independence in reading and writing.<br><br>**Reading**<br><br>● Good readers develop habits that help them read with understanding and confidence.<br>● Reading regularly and independently strengthens reading skills over time.<br>● Paying attention to print and pictures helps readers make meaning from text.<br>● Readers use strategies, such as predicting, questioning, and rereading, to understand what they read.<br>Sharing books and talking about reading with others supports comprehension and enjoyment.<br>● Choosing books that are interesting and appropriate helps readers stay engaged.<br>● Setting reading goals and reflecting on progress helps readers improve their skills.<br><br>**Writing** | |

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| ● Writers tell stories about small, meaningful moments in their lives to share experiences with others.<br>● Writing in sequence helps readers understand the story clearly.<br>● Adding details, dialogue, and feelings makes writing more engaging and vivid.<br>● Writers plan and revise their work to improve clarity and expression.<br>Drawing and writing together can help generate ideas and support storytelling.<br>● Writing regularly and reflecting on their work helps writers develop confidence and skill.<br>Writers use strategies, such as rereading and editing, to make their stories the best they can be. | |
| **Instructional Plan** | |
| **Suggested Activities Ex.** | **Resources** |
| Phonics<br><br>Lesson: Students will learn to recognize, write, and produce the sounds of the letters m, a, s, t, i and use them to decode simple words.<br><br><u>I Do:</u> I introduce the letters **m, a, s, t, i** by showing the card for each letter and saying the sound aloud. I model writing each letter on the board while saying the sound slowly, demonstrating proper pencil grip and formation. I think aloud as I blend the sounds to read simple words like *at*, *sit*, and *mat*, showing how I stretch the sounds and tap them with my fingers to decode the word.<br><br><u>We Do:</u> We practice together by saying the sounds of each letter as a group | Resources for **on-grade** students:<br><br>● *Supporting All Reader's Book*<br>● Partners (turn-and-talk, heterogenous, homogenous)<br>● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)<br>● Anchor Charts<br>● Graphic organizer with sentence stems<br><br>Resources for students **approaching** grade level expectations:<br>● *Supporting All Reader's Book* |

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| and writing them on mini whiteboards or paper. I guide students as they blend sounds to read simple words, tapping out each sound with one finger. Together, we segment and spell a few CVC words, discussing any tricky parts and reinforcing the connection between sounds and letters.<br><br>They Do: Students independently write the letters on their paper or whiteboard, then practice blending the sounds to read new simple words like *sat*, *tip*, and *mat*. They also tap out sounds in other CVC words from the lesson and attempt to write them independently, using the strategies modeled in the "I Do" and "We Do" sections. Students share one word they read or wrote successfully with a partner.<br><br>Reading<br><br>Lesson: - "Just Right" book strategies<br><br>I Do: I model how to select a "just right" book by thinking aloud as I look at the cover, the text, and the pictures, explaining, "I want a book that is not too hard and not too easy. I will try reading the first page and see if I can read most of the words and understand what's happening." I demonstrate how I stop when I don't understand something, asking myself questions like, "Does this make sense?" and showing how I use pictures and reread to figure it out.<br><br>We Do: We choose a book together as a class, looking at the cover, title, and first page. I guide students to read the first few sentences with me, stopping to ask questions and think aloud about tricky words or confusing parts. We discuss strategies for understanding, such as using pictures, rereading, and making predictions, and chart our thinking so students can see the process | • Document Camera for magnified visual<br>• Listening option (ex. Epic)<br>• RTI Progress Monitoring<br>• Graphic organizer partially filled in by teacher<br>• White boards<br>• Beginning, middle and end graphic organizer<br>• Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)<br><br>Resources for students **exceeding** grade level expectations:<br>• Independent or partner read and retell at own level.<br>• Self-assess using retell checklist<br>• "I wonder" questions<br>• Compare and contrast the setting in the beginning, middle, end of story<br>• First/Next/Then/Last Story Map including more details<br><br>Other supportive resources:<br>• Writing booklets, plus additional paper<br>• Revision toolkit(s) - stapler, tape, sticky notes, purple pens<br>• Whiteboards and dry erase markers<br>• Charts/tools from phonics<br>• Pocket folder for each student<br>• Anchor Chart: "How to Write a Story"<br>• Writing center with tools such as writing paper, booklets, pens |

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| of monitoring comprehension.<br><br>They Do: Students select a book independently or with a partner that they feel is "just right" and read the first few pages. They practice stopping to ask themselves questions when something is confusing, using strategies modeled in the "I Do" and "We Do" sections. After reading, students share one thing they noticed or learned with a partner, explaining how the strategies helped them understand the text.<br><br>Writing<br><br>Lesson: Students will write a personal narrative about a small moment, including details that help readers see, hear, and feel the experience.<br><br>I Do: I model how to think of a small moment from my own life, saying aloud, "I want to write about a time I baked cookies with my grandma." I demonstrate how I stretch out the moment by thinking about what happened first, next, and last. I write a few sentences on chart paper, adding details like smells, sounds, and feelings, while thinking aloud about why each detail makes the story more interesting for the reader.<br><br>We Do: We brainstorm small moments together as a class, listing ideas on the board. I guide students to pick one moment and orally tell it step by step. Together, we create a shared story on chart paper, deciding which details to add and how to organize the events. I model how to add descriptive words and revise a sentence to make it clearer while students contribute ideas and help improve the story.<br><br>They Do: Students choose their own small moment to write about | Useful Websites such as:<br>● Heinemann Flights<br>● Reading A-Z<br>● Scholastic news<br>● Raz Plus<br>● Epic<br>● Fun Hub<br>● You Tube<br>● Ocean County Library |

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| independently, stretching it out into several sentences and including sensory details to make it vivid. They illustrate their stories and read them to a partner, sharing the details that help the story come alive. Students are encouraged to revise one sentence or add one new detail after sharing, applying the strategies modeled during the "I Do" and "We Do" sections.<br><br>*Mandate: Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)<br><br>**Writing Skill: Narrative Writing**<br><br>**Lesson:** *The Name Jar* by Yangsook Choi<br><br>I Do: Remind students that when they write Narrative pieces, they write facts about their small moment.. Review strategy for narrative writing. *The topic today is our names, where we come from and what makes us each unique and special.*<br><br>We Do: Read the story, pausing to check for understanding of key details about Unhei's experience as the new student in school and the importance of her name. Complete graphic organizer.<br><br>They Do: Write sentences about your family members and their names.<br><br>Questions:<br>● What does your name mean to you?<br>● How did Unhei's classmates change their thinking as they learned more?<br>● What makes Unhei's name more challenging or unique to her class?<br>● What messages about diversity and inclusion does the book convey? | |

| Suggested Options for Differentiation |
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| **Multilingual Learners English Language Learners:**<br>● Classroom Visuals (Vowel Valley, Sound Walls)<br>● Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)<br>● Gesturing<br>● Miming (ex: use Rime Magic cards and act out pictures on short vowel card)<br>● Teacher Modeling<br>● Roleplay<br>● Simplified Language / Teacher Talk / Thinking Aloud<br>● Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)<br>● Picture Directions<br>● Use books on tape<br>● Use print, not cursive<br>● Small group instruction<br>● Choral reading<br>● Chants, rhymes, songs<br>● Use a highlighter for key ideas, vocabulary<br>● Write helpful hints in margins of copied materials<br>● Provide copy of all notes<br>● Preferential seating<br>● Use manipulatives<br>● Use graphic organizers<br>● Reinforce vocabulary within the content<br>● Assign a picture or movement to vocabulary words<br>● Spanish minilesson videos<br>● One-on-one check-ins<br><br>**Special Education:**<br>● Follow All IEP Modifications<br>● Classroom Visuals (Vowel Valley, Sound Walls) |

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

**Students with 504 Plans:**

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

**Gifted And Talented:**

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

**Students At Risk Of School Failure:**

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

- Work In A Small Group
- One On One Instruction
- 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

| Core Instructional and Supplemental Materials |
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**Core Instructional and Supplemental Materials**

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- **Jump Rope readers**
- **Let's Gather books**
- **Fundations Readers**
- ***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, 2023**

**Various Levels of Text:**
The Carrot Seed* or The Three Billy Goats Gruff*
Ollie the Stomper by Olivier Dunre
The Snowy Day* by Ezra Jack Keats
Chrysanthemum* by Kevin Henkes
Iris and Walter by Elissa Haden Guest.
Maybe Something Beautiful* by F. Isabel Campoy
There Might Be Lobsters by Carolyn Crimi
Thing Lou Couldn't Do by Ashley Spires
A New Kind of Wild by Zara González Hoang
Rusty Plays at the Park by Michèle Dufresne
The Rooster Who Would Not Be Quiet! by Carmen Agra Deedy
Trade Book Titles
A New Kind of Wild by Zara González Hoang
Rusty Plays at the Park by Michèle Dufresne
The Rooster Who Would Not Be Quiet! by Carmen Agra Deedy
The Sandwich Swap by Her Majesty Queen Rania of Jordan Al Abdullah with Kelly DiPucchio (630L)
Jump Rope Readers Titles

The Big Hair Cut by Sarah Mann
Unit Readers Titles
● The Blob
● The Crash
De aquí como el Coquí by Nomar
Perez, La hora de acostarse by Maci Dessen,
¡Basta de tocar! by Harriet Ziefert
¡Se busca! Lili la liebre, ladrona de libros by Emily MacKenzie.
Joshua's Night Whispers by Angela Johnson
Ish by Peter H. Reynolds
Hair Love by Matthew A. Cherry

Third party vendor websites such as:

- https://www.beachhavenlibrary.org/
- https://www.heinemann.com/
- https://www.teachyourmonster.org/
- 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/
- https://auth.flipgrid.com/signin
- https://www.raz-plus.com/

- https://www.readinga-z.com/
- https://www.wilsonlanguage.com/programs-old/fundations/fun-hub

**Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations**

- Teacher created path
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations**

- Teacher created path
- District approved novels
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Unit Reflections**

**Teacher Note/Reflections:**

| Unit 2 Word Detectives, Writing How-To Books, Level 1 Fundations: | Duration: 30 Days |
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**UNIT 2 OVERVIEW**

**Reading**: Word Detectives, Reading A-Z
(Guided Reading), Comprehension, Speaking & Listening

**Writing**: Writing How-To Books (If ...Then…), Shared Writing,
Interactive Writing

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

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

**Reading Foundational Skills (Print Concepts)**

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

**Reading Informational**

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships)
within a text.
RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text
features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a

range of text types.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or
procedures).

**Phonological Awareness**

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

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

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

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

**Fluency**

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

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

**Speaking and Listening**

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

**Vocabulary Aquisition**

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and
  content.
- L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.

**Writing**

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

**Supporting and Additional Standards**

**Reading Literary**

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

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

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

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

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

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

**Writing**

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.

A. Introduce a topic.
B. Develop the topic with facts or other information and examples related to the topic.
C. Provide a conclusion.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

A. With prompts and support, identify audience and purpose before writing.
B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

**Foundational Skills: Writing Langauge**

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

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

**Spelling**

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

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

**Sentence Composition (Grammar, Syntax, and Punctuation)**

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

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

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

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

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

**Primary Interdisciplinary Connections**

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

**Computer Science and Design Thinking Standards**

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

**Career Readiness, Life Literacies, and Key Skills**

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

| Evidence of Student Learning | |
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| **Performance Tasks/Use of Technology**<br>● Conferencing/Individual Small group<br>● Open Ended Questions<br>● Observation Notes and Checklists<br>● Third party vendors & websites such as:<br>○ Kahoot<br>○ Flipgrid<br>○ Epic<br>○ BrainPop Jr.<br>○ Raz Plus<br>○ Fun Hub<br>○ Scholastic News<br>○ Freckle.com<br>○ Reading A-Z<br><br>**Formative Assessments**<br>● Anecdotal Notes<br>● Student/Teacher Observations<br>● Reading Conferences<br>● Writing Conferences<br>● Guided Reading Lessons<br>● Strategy Groups<br>● Reader's Notebooks<br>● Writer's Notebooks<br>● Class Discussions<br>● Think-Pair-Share<br>● Peer/Self Assessment<br>● Cooperative Learning Groups<br>● Whiteboard Assessments | **Summative**<br>● Unit Test<br>● Report Card Assessments<br>● Running Records/DRA<br>● Exit Slips<br>● Performance Assessment<br>● Pre-Unit on demand writing prompt<br>● Post-unit on demand writing prompts<br>● Fundations Unit Assessments<br>● Spelling Inventory<br>● Teacher Assessments created<br>● Alphabetic Knowledge Assessment (Letter/Sound Correspondence)<br>● Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)<br>● Phonic Decoding Assessment<br>● Reading Progressions<br><br>**Benchmarks**<br>● Beginning, middle and end of year<br>● DIBELS (Early Literacy Screening)<br>● DRA<br><br>**Alternative**<br>● Reflective/response journals<br>● Reading A-Z Guided Level Assessments |

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| ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)<br>● Graphic Organizers<br>● Rubrics<br>● Exit Slips | ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time<br>● My Reading Log and Reflections<br>● Fundations Fluency Kit Assessments<br>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc.) writing that students do every day<br>● Running Records<br>● Scholastic News |
| **Knowledge and Skills** | |
| **Content** | **Skills** |
| **Unit Essential Questions**<br><br>Phonics<br>● How do two letters work together to make one sound?<br>● Why is it important to listen for the sounds in words when reading and writing?<br>● How can we use what we know about letters and sounds to read and spell new words?<br>● What strategies help us figure out tricky words with digraphs?<br>● How can we stretch out words to hear all the sounds and blend them together?<br>● How do vowel sounds change the way a word is read?<br>● What strategies can we use to figure out words with short and long vowels?<br>● How do word families help us read and write new words more easily?<br>● Why is it important to check that what we read makes sense and sounds right?<br>● How do we use what we know about letters and sounds to become better readers and writers?<br>● | **Unit Goals/Objectives**<br>*Students will be able to..*<br><br>**Phonics**<br>● Identify and produce the sounds of digraphs: sh, ch, th, wh, ck<br>● Blend and segment words containing digraphs to read and spell CVC and CCVC words<br>● Use tapping, stretching, and blending strategies to decode unfamiliar words<br>● Recognize and apply short and long vowel sounds in reading and writing<br>● Identify and use word families and spelling patterns to read and spell new words |

**Reading**

- How do readers figure out words they don't know?
- What strategies can we use to solve tricky words while reading?
- How do word parts (letters, sounds, patterns) help us read and spell new words?
- Why is it important to pay attention to punctuation, spacing, and sentence meaning when reading?
- How do readers notice and think about interesting or new words?
- How can solving words carefully help us understand the whole story better?

**Writing**

- What makes a how-to book clear and easy for readers to follow?
- How do writers plan the steps for a task before they start writing?
- Why is it important to use precise words and details when giving instructions?
- How can pictures or diagrams help readers understand a how-to book?
- How do writers revise their work to make instructions clearer or easier to follow?
- How do writers know if their how-to book works for someone else?

**Enduring Understandings**

**Phonics**

- Two letters can work together to make a single sound, and recognizing these digraphs helps readers decode words more efficiently
- Listening carefully to sounds in words helps readers and writers accurately read and spell words
- Using strategies like tapping, stretching, and blending sounds supports fluent reading and accurate spelling
- Word-solving is a skill that readers can apply to new and unfamiliar words
- Check that words and sentences make sense while reading to support comprehension
- Apply knowledge of letters, sounds, and patterns to independently read and write new words

**Reading**

- Develop strategies to figure out unfamiliar words while reading independently and in guided reading.
- Use knowledge of letters, sounds, and word patterns to decode and spell new words.
- Notice, think about, and use interesting or new words to expand vocabulary.
- Practice self-monitoring to ensure that reading makes sense and sounds right.
- Apply word-solving strategies across a variety of texts to build confidence and independence in reading.

**Writing**

- Plan and organize the steps needed to complete a task before writing
- Write clear, sequential instructions that a reader can follow
- Use precise words and specific details to make instructions easy to understand
- Include illustrations, diagrams, or labels to support the text
- Revise writing to improve clarity, accuracy, and usability

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| ● Vowel sounds affect how words are read and written; recognizing short and long vowels is essential for decoding and spelling<br>● Word families and spelling patterns help readers and writers predict and read new words<br>● Checking that words and sentences make sense ensures comprehension while reading and accuracy while writing<br>● Readers and writers can use their knowledge of letters, sounds, and patterns to tackle unfamiliar words independently<br><br>**Reading**<br>● Readers use strategies to figure out words they do not know, which helps them read more fluently and understand the text.<br>● Paying attention to letters, sounds, and word patterns supports accurate decoding and spelling.<br>● Readers notice and think about interesting or new words to expand their vocabulary.<br>● Self-monitoring while reading—checking that words and sentences make sense—is essential for comprehension.<br>● Word-solving strategies can be applied to new and unfamiliar words across different texts.<br><br>**Writing**<br>● Writers plan carefully to clearly explain the steps of a task so readers can follow along successfully.<br>● Using precise words and specific details makes instructions easier to understand.<br>● Illustrations, diagrams, or labels can support the text and help readers complete the steps.<br>● Revising and editing helps writers improve clarity, accuracy, and usability of their how-to books.<br>● Writing for a real audience encourages writers to think about what readers need to know to complete a task. | ● Consider the needs of a real audience when writing a how-to book<br>● Share how-to books with others and use feedback to improve their writing |

| Instructional Plan | |
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| **Suggested Activities** | **Resources** |
| **Phonics**<br><br>**Lesson:** Tapping to read words and tapping to spell<br><br><u>I Do:</u> Tap sounds while looking at the letters, then blend the letters to say the word. Say a word, tap out the sounds, tap out the letters.<br><br><u>We Do:</u> Practice sentence dictation, capital at the beginning of a sentence, periods at the end; tap words before spelling and then again to check spelling (proof read).<br><br><u>They Do:</u> Students choose sentence strips. Partners read the sentnce to their partner. Readers tap sounds while looking at the letters, writers tap sounds while looking at the letters, then blend the letters to say the word<br><br>**Reading**<br><br>**Lesson:** Using Context Clues to Solve Unknown Words<br><br><u>I Do:</u> I begin by showing the students a short picture book and pointing to a word they may not know, saying, "This is a tricky word. Watch how I use the words around it and the picture to figure out what it might mean." I read the sentence aloud slowly, thinking aloud as I make predictions about the word's meaning, highlighting clues from both the text and illustration. I demonstrate how rereading the sentence and asking myself questions helps me understand the unknown word.<br><br><u>We Do:</u> Next, we turn to another page together. I ask students to help me read a sentence with an unfamiliar word. Together, we look at the pictures, reread the sentence, and discuss what the word could mean. I encourage students to share their | Resources for **on-grade** students:<br>● Partners (turn-and-talk, heterogenous, homogenous)<br>● Digraph word sorts<br>● Anchor Charts<br>● Graphic organizer with sentence stems<br>● Word banks (ex. word wall with unit themed sight words)<br>● Book baggies containing carefully selected leveled and decodable books<br>● Reading mats<br>● Sticky notes<br>● Read-aloud texts<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **approaching** grade level expectations:<br>● Highlighters (ex. highlight all the words with beginning l-blends<br>● Listening option (ex. Epic)<br>● RTI Progress Monitoring<br>● Graphic organizer partially filled in ny teacher<br>● White boards<br>● Optional student tools including "word scanners" (finger lights or popsicle |

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| thinking, and we chart the clues we notice. We then try out our predictions in the sentence to see if they make sense, modeling how to revise ideas if needed.<br><br>They Do: Finally, students work independently or in pairs with a short text containing several unknown words. They underline the tricky words, use surrounding words and pictures to make a guess about meaning, and jot down their thinking in a Word Detective notebook. They then share one or two words and their strategies with a partner, explaining how they figured out the meaning, practicing the skills of observing, predicting, and confirming like real word detectives.<br><br>**Writing Skill:**<br><br>**Lesson:** Writing a How-To Book – "How to Brush Your Teeth"<br><br>I Do: I model writing a page in a How-To book by thinking aloud as I write the steps for "How to Brush Your Teeth." I show students how I number each step, use clear action words, and include a simple illustration. I emphasize writing in order, using words like "first," "next," and "finally," and demonstrate rereading my writing to make sure it makes sense.<br><br>We Do: Together, we brainstorm another how-to topic, like "How to Make a Peanut Butter Sandwich." I invite students to help me list the steps on the board, and we work together to write the first two steps in our How-To book, discussing action words, sequencing, and adding simple drawings. I model asking myself, "Does this make sense for someone who has never done this before?" and students practice checking each other's ideas.<br><br>They Do: Students choose their own How-To topic, such as "How to Tie Shoes" or "How to Plant a Seed," and independently write 3–5 steps in their own How-To book. They number the steps, use clear action words, and add a small illustration for each step. After writing, they read their pages to a partner to see if the steps are easy to follow, revising as needed to make their instructions clearer and complete. | sticks), magnifying glasses (hand lenses), and file folders<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **exceeding** grade level expectations:<br>● District Approved and Selected novels<br>● "I wonder" questions<br>● Compare and contrast the setting in the beginning, middle, end of story<br>● First/Next/Then/Last Story Map<br>● Book baggies containing carefully selected leveled and decodable books<br><br>Resources for other differentiation:<br>Book baggies containing carefully selected leveled and decodable books<br>● Anchor Charts: "How To Be a Word Detective," "We Can Read ANY Word," and "Good Habits for Understanding Our Books," "Let's Talk as a Class", "Taking a Closer Look".<br>● Reading mats<br>● Sticky notes<br>● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders<br>● Read-aloud texts |

Extension Lesson: Helping students understand their differences as the learn, interact and live.

Read; *The Crayon Box That Talked*

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

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

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

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

- A designated space in the classroom for a vocabulary wall
- Vocabulary cards created with the class containing keywords with graphics

Useful Websites such as:

- BH Library
- The Ocean County Library
- Achieve the Core
- Scholastic
- Reading A-Z
- Raz Plus
- Epic
- Heinemann Flights
- Fun Hub
- You Tube

**Suggested Options for Differentiation**

**Multilingual Learners English Language Learners:**

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing

- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

**Special Education:**

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction

- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

**Students with 504 Plans:**

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests

- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

**Gifted And Talented:**

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment

- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

**Students At Risk Of School Failure:**

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

**Core Instructional and Supplemental Materials**

Student Books

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- **Jump Rope readers**
- **Let's Gather books**

- **Fundations Readers**
- ***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, 2023**

**Various Levels of Text:**
Now You Know How It Works by Valorie Fisher
Cake by Hareem Atif Khan
This is Liaan, by Jepilyn Matthis
The Cae of the Missing Cake, The Case of the Beep, Fish in a Funk, and Cupcake
Beware of the Crocodile, by Martin Jenkins
Baby Animals with Their Families by Suzi Eszterhas
Born in the Wild: Baby Mamals and Their Parents, by Lita Judge
Whose Baby BUTT?, by Stan Tekiela
Hair Love by Matthew A. Cherry
Ish by Peter H. Reynolds
Yasmin the Chef by Saadia Faruqi
Yasmin the Teacher by Saadia Faruqi
Tiny and the Big Wave by Annette Smith
Nate the Great by Marjorie Weinman Sharmat
The High-Rise Private Eyes by Cynthia Rylant
Young Cam Jansen by David Adler
Max's Words by Kate Banks
The Boy Who Loved Words by Roni Schotter
The Word Collector by Peter Reynolds
The Crayon Box That Talked

Third party vendor websites such as:

- https://www.beachhavenlibrary.org/
- https://www.heinemann.com/
- https://www.teachyourmonster.org/

- 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/
- https://auth.flipgrid.com/signin
- https://www.raz-plus.com/
- https://www.readinga-z.com/
- https://www.wilsonlanguage.com/programs-old/fundations/fun-hub/

**Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations**

- Teacher created path
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations**

- Teacher created path
- District approved novels

- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Unit Reflections**

**Teacher Note/Reflections:**

| **Unit 3 Learning About the World, Non-Fiction Chapter Books, Level 1 Fundations:** | **Duration: 30 Days** |
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**UNIT 1 OVERVIEW**

**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 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

**Reading Foundational**

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

Phonological Awareness

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

A. Distinguish long from short vowel sounds in spoken single-syllable words.
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
C. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
D. D.Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

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

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

**Fluency**

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

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

**Foundational Skills: Writing Language**

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

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

**Spelling**

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

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

**Sentence Composition (Grammar, Syntax, and Punctuation)**

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

A. Write sentences with increasing complexity.
B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
E. Use commas in dates and to separate single words in a series.
.Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
F. Write statements in response to questions, and questions transformed from statements, using conventional word order.
G. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
H. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

A.Choose flexibly from an array of strategies to determine the meaning of words and phrases.

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

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

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

**Reading Informational**

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

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5. Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

**Speaking and Listening**
SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
A.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B.Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

**Supporting and Additional Standards**

**Reading Literature**

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

**Reading Informational**

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Writing**

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

**Knowledge of Language**

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

**Primary Interdisciplinary Connections**

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Computer Science and Design Thinking Standards**

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

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

| 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). | |
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| **Evidence of Student Learning** | |
| **Performance Tasks/Use of Technology**<br>● Conferencing/Individual Small group<br>● Open Ended Questions<br>● Observation Notes and Checklists<br>● Third party vendors & websites such as:<br>○ Kahoot<br>○ Flipgrid<br>○ Epic<br>○ BrainPop Jr.<br>○ Raz Plus<br>○ Fun Hub<br>○ Scholastic News<br>○ Freckle.com<br>○ Reading A-Z<br><br>**Formative Assessments**<br>● Anecdotal Notes<br>● Student/Teacher Observations<br>● Reading Conferences<br>● Writing Conferences<br>● Guided Reading Lessons<br>● Strategy Groups<br>● Reader's Notebooks<br>● Writer's Notebooks<br>● Class Discussions<br>● Think-Pair-Share<br>● Peer/Self Assessment<br>● Cooperative Learning Groups | **Summative**<br>● Unit Test<br>● Report Card Assessments<br>● Running Records/DRA<br>● Exit Slips<br>● Performance Assessment<br>● Pre-Unit on demand writing prompt<br>● Post-unit on demand writing prompts<br>● Fundations Unit Assessments<br>● Spelling Inventory<br>● Teacher Assessments created<br>● Alphabetic Knowledge Assessment (Letter/Sound Correspondence)<br>● Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)<br>● Phonic Decoding Assessment<br>● Reading Progressions<br><br>**Benchmarks**<br>● Beginning, middle and end of year<br>● DIBELS (Early Literacy Screening)<br>● DRA<br><br>**Alternative**<br>● Reflective/response journals<br>● Reading A-Z Guided Level Assessments |

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| ● Whiteboard Assessments<br>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)<br>● Graphic Organizers<br>● Rubrics<br>● Exit Slips<br>● Writing on-demand observation tool | ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time<br>● My Reading Log and Reflections<br>● Fundations Fluency Kit Assessments<br>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc.) writing that students do every day<br>● Running Records<br>● Scholastic News |
| **Knowledge and Skills** | |
| **Content** | **Skills** |
| **Unit Essential Questions**<br>**Phonics**<br>● How do certain letters work together to make a special or "glued" sound?<br>● What happens to the sound of *a* when it is next to *m* or *n*?<br>● How can noticing "glued sounds" help me read and spell words correctly?<br>● Why do we mark "glued sounds" in words when we tap or write them?<br>● How do word detectives find patterns like "am," "an," or "all" in their reading and writing?<br>● How does understanding that *m* and *n* are nasal sounds help me hear and say words more accurately?<br>● What is a baseword, and how can it stand on its own?<br>● What happens to a word's meaning when I add a suffix like –s? | **Unit Goals**<br>*Students will be able to..*<br>**Phonics:**<br>● Identify and read words that contain the "glued" sounds *am*, *an*, and *all*.<br>● Recognize that *m* and *n* are nasal sounds because air passes through the nose when they are pronounced.<br>● Explain how nasal sounds (*m* and *n*) change the sound of the vowel *a* in "glued" sound patterns.<br>● Tap out words with "glued" sounds by gluing two fingers together to represent the connected sounds.<br>● Mark "glued" sounds in words by boxing the letters that make up the sound unit.<br>● Sort and categorize words with and without "glued" sounds. |

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| • How does the suffix –s change how a word sounds or what it means?<br>• Why do we underline the baseword and circle the suffix when marking words?<br>• How does knowing where the baseword ends help me tap and spell words correctly?<br>• How can I tell whether the suffix –s makes the /s/ or /z/ sound in a word?<br>• Why do good readers and writers pay attention to the endings of words?<br><br>**Reading**<br>• Why do people read nonfiction texts?<br>• How do I use everything I know about reading to learn from books that teach me about the world?<br>• How do readers solve tricky words in nonfiction so they keep understanding as they read?<br>• How can comparing books on the same topic help me learn more?<br>• What does it mean to learn something new from a nonfiction text?<br><br>• How do I choose "just-right" nonfiction books that help me learn and grow?<br><br>**Writing:**<br>• How do writers write to teach what they know?<br>• How do nonfiction writers make their stories easy to understand?<br><br>**Enduring Understandings** | • Apply knowledge of "glued" sounds to accurately decode (read) and encode (spell) words.<br>• Use word study routines, such as tapping, marking, and sorting, to build automatic recognition of word patterns. Listen for and distinguish nasal sounds from other consonant sounds.<br>• Strengthen fluency and spelling accuracy by noticing patterns and structures within words.<br><br>**Reading:**<br>• Identify the main idea and important details in nonfiction texts.<br>• Use text features (headings, captions, diagrams, labels) to help understand and learn from informational books.<br>• Decode and solve tricky words while reading nonfiction to maintain comprehension.<br>• Ask and answer questions about nonfiction texts to deepen understanding.<br>• Compare and contrast information across multiple nonfiction books on the same topic.<br>• Connect information from nonfiction texts to their own experiences and prior knowledge.<br>• Retell or summarize key information learned from nonfiction texts.<br><br>• Monitor comprehension and use strategies to fix up understanding when something doesn't make sense.<br>• Build knowledge about the world by reading, discussing, and thinking critically about informational texts.<br><br>**Writing:**<br>• Choose a nonfiction topic they are interested in and want to write about. |

**Phonics:**

- Letters can work together to make special or "glued" sounds that blend naturally when spoken.
- The letters *m* and *n* are nasal sounds because air comes through the nose when they are pronounced.
- Nasal sounds like *m* and *n* can change the way the vowel *a* sounds when they appear together in a word.
- Recognizing and understanding "glued" sounds helps readers and writers accurately decode and spell words.
- Word study strategies, such as tapping and marking "glued" sounds, help students see and hear patterns in words.
- Some word parts, like *am*, *an*, and *all*, are easier to read and spell when treated as single, connected sound units.
- A baseword is a word that can stand on its own or have endings added to change its meaning.
- Adding a suffix such as *–s* can change the meaning of a baseword to show more than one or to form a verb.
- Understanding how suffixes attach to basewords helps readers decode and spell longer words.
- The letter *s* at the end of a word can make different sounds (/s/ or /z/) depending on the letters around it.
- Identifying and marking basewords and suffixes helps students see how words are built and understand their structure.
- Paying attention to word endings and patterns strengthens reading fluency, spelling accuracy, and vocabulary growth.

**Reading:**

- Readers use strategies such as predicting, rereading, and questioning to understand nonfiction texts.

- Plan and organize information about their topic using notes, diagrams, or graphic organizers.
- Write chapters that focus on specific subtopics or aspects of their main topic.
- Use clear and precise language to explain facts and ideas.
- Include text features such as headings, captions, diagrams, and labels to support their writing.
- Revise and edit their writing to improve clarity, accuracy, and organization.
- Add details and examples to make their nonfiction writing more informative and engaging.
- Use correct spelling, punctuation, and grammar appropriate for first grade.
- Read their writing aloud to peers and use feedback to make improvements.
- Publish and share their nonfiction chapter books with others.

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| • Understanding vocabulary and key words is essential for learning from informational texts.<br>• Readers notice text features (like headings, captions, diagrams, and labels) to help them understand and learn from the text.<br>• Reading nonfiction helps us build knowledge about the world and make connections to our own experiences.<br><br>• Good readers monitor their understanding and use strategies to fix up comprehension when something doesn't make sense.<br>• Comparing and contrasting information across books deepens understanding of a topic.<br>**Writing:**<br>• Writers write to teach what they know well.<br>• Writers revise to make writing better<br>• Writers elaborate to make writing stronger. | |
| **Instructional Plan** | |
| **Suggested Activities** | **Resources** |
| **Phonics**<br><br>**Lesson:** Glued Sounds<br><br><u>I Do:</u> I will model how to read and identify "glued" sounds in words by showing students how *am*, *an*, and *all* are connected sounds. I will demonstrate saying the letters *m* and *n* while holding my nose to show they are nasal sounds, then tap a sample word like *ham* by gluing two fingers together to represent the connected | Resources for **on-grade** students:<br>• Partners (turn-and-talk, heterogenous, homogenous)<br>• Digraph word sorts<br>• Anchor Charts<br>• Graphic organizer with sentence stems<br>• Word banks (ex. word wall with unit themed sight words)<br>• Book baggies containing carefully selected leveled and decodable books<br>• Reading mats<br>• Sticky notes |

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| sounds. I will also show how to mark the "glued" sound by boxing the letters together so students can see the pattern visually.<br><br>We Do: Together, we will read a list of words containing "glued" sounds, such as *ham*, *man*, and *all*. I will guide students as we tap each word, glue our fingers for the "glued" sounds, and mark the letters by boxing them. We will sort the words into two groups: words with "glued" sounds and words without, discussing how recognizing the pattern helps us read and spell more accurately.<br><br>They Do: Students will independently find and read words with "glued" sounds in a word list or text. They will tap the words while gluing their fingers for the connected sounds, mark the "glued" sounds by boxing the letters, and sort words into categories with and without "glued" sounds. I will circulate to confer with students, checking that they are noticing the nasal sounds and correctly identifying, tapping, and marking the patterns..<br><br>**Reading**<br><br>**Lesson:** Text features with non-fiction Books<br><br>I Do: I will read aloud a nonfiction book about animals and model how I notice text features like headings, captions, and diagrams. I will think aloud as I identify the main idea of a page and highlight key details, showing students how I use strategies like rereading and asking questions to make sense of tricky words and concepts.<br><br>We Do: Together, we will read a short nonfiction passage on a whiteboard or shared text. I will guide students in identifying the main idea and important details, pointing to headings and captions that help us understand the topic. We will stop to discuss unfamiliar words, asking students to use context clues and pictures | ● Read-aloud texts<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **approaching** grade level expectations:<br>● Highlighters (ex. highlight all the words with beginning l-blends<br>● Listening option (ex. Epic)<br>● RTI Progress Monitoring<br>● Graphic organizer partially filled in ny teacher<br>● White boards<br>● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **exceeding** grade level expectations:<br>● District Approved and Selected novels<br>● "I wonder" questions<br>● Compare and contrast the setting in the beginning, middle, end of story<br>● First/Next/Then/Last Story Map<br>● Book baggies containing carefully selected leveled and decodable books<br><br>Resources for other differentiation:<br>Book baggies containing carefully selected leveled and |

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| to figure out meaning. Students will help me sort facts into categories or subtopics on a chart.<br><br>They Do: Students will independently read a short nonfiction book or passage about a new topic. They will identify the main idea and at least three key details, use text features to help with comprehension, and write or draw what they learned in their reading journals. I will confer with students to provide support as needed and encourage them to ask questions or notice interesting facts.<br><br>**Writing:**<br><br>I Do: I will model planning a nonfiction chapter by thinking aloud as I choose a topic, such as "Birds." I will show how I decide on a subtopic for a chapter, like "Birds' Nests," and demonstrate taking simple notes or drawing a quick diagram to organize facts. I will also model writing a few sentences clearly, adding headings and labeling diagrams to show how readers can understand the information.<br><br>We Do: Together, we will choose another subtopic from the same book, such as "Birds' Beaks." I will guide students as we brainstorm facts, decide on headings, and organize notes into sentences. We will write a short paragraph together, discussing how to add details and text features like captions or labels, and I will encourage students to share ideas about what makes the writing clear and informative.<br><br>They Do: Students will independently plan and write a chapter for their own nonfiction book on a chosen topic. They will select a subtopic, organize facts or ideas using notes or diagrams, write sentences, and include a heading or text features to help readers | decodable books<br>● Anchor Charts: "How To Be a Word Detective," "We Can Read ANY Word," and "Good Habits for Understanding Our Books," "Let's Talk as a Class", "Taking a Closer Look".<br>● Reading mats<br>● Sticky notes<br>● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders<br>● Read-aloud texts<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Useful Websites such as:<br>○ BH Library<br>○ The Ocean County Library<br>○ Achieve the Core<br>○ Scholastic<br>○ Reading A-Z<br>○ Raz Plus<br>○ Epic<br>○ Heinemann Flights<br>○ Fun Hub<br>○ You Tube |

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| understand. I will circulate to confer with students, offering guidance on adding details, using clear language, and including text features, while encouraging them to revise and improve their writing.<br><br>Reading and Character Building/Diversity Extension Lesson:<br><br>I do: Students will think about a time that they were treated unfairly. How did you try to change what happened? Teacher will share a time he/she was treated unfairly. Introduce vocabulary words such as disability, diversity, perseverance/determination.<br><br>We do: Students should make predictions about the story by looking at the front cover and reading the title. Read *All the Way to the Top* by Annette Bay Pimentel. During reading, stop and have students turn and talk about characters, setting and different events in the story.<br><br>You do: Draw your favorite part of the story and share with the class. Be sure to tell why that is your favorite part.<br><br>Reading Climate Change Extension Lesson<br>Students will be able to identify and explain the main topic and key details in a nonfiction text about climate change, using text features (headings, pictures, and captions) to support their understanding.<br><br>I Do: I begin by showing the cover of *What Is Climate Change?* by Gail Herman and reading the title aloud. I tell students that this is a nonfiction book that teaches us real information about our world | |

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| and how it's changing. I model thinking aloud: "The title makes me wonder—what is climate change? I can use the pictures and headings to help me understand." I read the first short section aloud and stop to point out how the heading tells what that part is mostly about and how the pictures give clues. I think aloud: "This page is mostly about how the Earth is getting warmer. The author gives facts and examples. That helps me know the main topic is how the Earth's temperature is changing."<br><br>We Do: Next, we read the next page together as a class. I project the page and ask, "What do you notice about the heading and the pictures?" Together, we identify the main topic of the section — for example, "This part is about ice melting and animals losing their homes." I underline key details that support that topic and model writing them on chart paper. I guide students to help me fill in a "Main Idea and Details" chart:<br><br>**Main Idea:** Ice is melting because the Earth is warming.<br><br>**Details:** 1) Icebergs are breaking. 2) Polar bears are losing their homes. 3) The ocean is rising.<br><br>They Do: Students work with a partner to read another short section or page from the same text (or another climate change nonfiction book such as *The Story of Climate Change* by Catherine Barr). Together, they use sticky notes to mark the main topic and write or draw one key detail that supports it. When partners finish, they share what they found with the class. We chart several examples together to show that every nonfiction page or chapter | |

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| teaches about a main idea and gives details to support it. | |

**Suggested Options for Differentiation**

**Multilingual Learners English Language Learners:**

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

**Special Education:**

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

**Students with 504 Plans:**

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

**Gifted And Talented:**

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest‐based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre‐assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

**Students At Risk Of School Failure:**

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics

- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

**Core Instructional and Supplemental Materials**

Student Books

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- **Jump Rope readers**
- **Let's Gather books**
- **Fundations Readers**
- ***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, 2023**

National Geographic Kids
Pioneer Valley
Rigby
Capstone
DK Readers
Trade Book Titles
Bees by Laura Marsh
Golden Domes and Silver Lanterns by Hena Khan
In My Mosque by M. O. Yuksel
The Thing About Bees: A Love Letter by Shabazz Larkin
Unit Readers Titles
Meet the Bee
Meet the Cat
Meet the Frog

Meet the Snake
Click Clack Moo: Cows That Type by Doreen Cronin
The Day the Crayons Quit by Drew Daywalt
I Wanna Iguana by Karen Kaufman Orloff
One Word from Sophia by Jim Averbeck
All the Way to the Top by Annette Bay
Hair Love by Matthew A Cherry
Understanding Climate Change by Usborne Books

Third party vendor websites such as:

- https://www.beachhavenlibrary.org/
- https://www.heinemann.com/
- https://www.teachyourmonster.org/
- 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/
- https://auth.flipgrid.com/signin
- https://www.raz-plus.com/
- https://www.readinga-z.com/
- https://www.wilsonlanguage.com/programs-old/fundations/fun-hub/

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Teacher created path
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- Teacher created path
- District approved novels
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Unit Reflections**

**Teacher Notes/Reflection:**

| **Unit 4 Readers Have Big Jobs to Do, Writing Reviews - Opinion, Level 1 Fundations** | **Duration: 30 Days** |
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**Unit 4 Overview**

**Reading: Reading**: Readers Have Big Jobs to Do, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

**Writing**: Writing Reviews -opinion (Book 3), Shared Writing, Interactive Writing

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

## Standards/Learning Targets

### Focus Standards (Major Standards)

**Print Concepts**

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

Phonological Awareness

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

A. Distinguish long from short vowel sounds in spoken single-syllable words.
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
C. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
D. D.Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

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

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

**Fluency**

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

A.Read grade-level text with purpose and understanding.
B.Read grade-level text orally with accuracy, appropriate rate, and expression.

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

**Foundational Skills: Writing Language**

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

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

**Spelling**

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

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

**Sentence Composition (Grammar, Syntax, and Punctuation)**

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

A. Write sentences with increasing complexity.
B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
E. Use commas in dates and to separate single words in a series.
F. F.Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

**Language Knowledge/Vocabulary**

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

A.Choose flexibly from an array of strategies to determine the meaning of words and phrases.

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

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

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

**Reading Informational**

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Reading Literary**

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RL.PP.1.5. Identify who is telling the story at various points in a text.
RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Writing**

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

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

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

**Speaking and Listening**

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

A. Follow agreed-upon norms for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion)/

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

C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

**Supporting and Additional Standards**

**<u>Writing</u>**

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

**Primary Interdisciplinary Connections**

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).

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

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

**Computer Science and Design Thinking Standards**

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

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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

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

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

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

**Evidence of Student Learning**

**Performance Tasks/Use of Technology**

- Conferencing/Individual Small group
- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

**Formative Assessments**

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons

**Summative**

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Spelling Inventory
- Teacher Assessments created
- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Reading Progressions

**Benchmarks**

- Beginning, middle and end of year
- DIBELS (Early Literacy Screening)
- DRA

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| ● Strategy Groups<br>● Reader's Notebooks<br>● Writer's Notebooks<br>● Class Discussions<br>● Think-Pair-Share<br>● Peer/Self Assessment<br>● Cooperative Learning Groups<br>● Whiteboard Assessments<br>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)<br>● Graphic Organizers<br>● Rubrics<br>● Exit Slips<br>● Writing on-demand observation tool | **Alternative**<br>● Reflective/response journals<br>● Reading A-Z Guided Level Assessments<br>● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time<br>● My Reading Log and Reflections<br>● Fundations Fluency Kit Assessments<br>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc.) writing that students do every day<br>● Running Records<br>● Scholastic News |
| **Knowledge and Skills** | |
| **Content** | **Skills** |
| **Unit Essential Questions**<br><br>**Phonics:**<br>● How do "glued" sounds work, and how can we identify them in words?<br>● How can tapping help us read words with glued sounds?<br>● How do we mark up words to show the glued letters?<br>● How can we sort words to distinguish those with glued sounds from those without?<br>● What is a digraph, and how does it differ from individual consonant sounds?<br>● How can tapping help us read words with digraphs? | **Unit Goals**<br>*Students will be able to..*<br><br>**Phonics:**<br>● Identify and read new "glued" sounds: ang, ing, ong, ung, ank, ink, onk, unk.<br>● Tap out glued sounds using three fingers to hear each sound clearly.<br>● Mark up words by boxing glued letters to visually recognize sound patterns.<br>● Find and read words with glued sounds in isolation and within sentences.<br>● Sort words into categories: with glued sounds and without glued sounds. |

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| ● How do we mark up words to show digraphs?<br>What is a consonant blend, and how is it different from a digraph?<br>● How can tapping help us read words with consonant blends?<br>How do we mark up words to show each letter in a blend?<br>What is a digraph blend, and how can we identify it in words?<br>How can we tap and mark up words that contain digraph blends?<br>How can sorting words help us recognize digraphs, blends, and digraph blends in text?<br><br>**Reading:**<br>● What jobs do readers have to do when they read a text?<br>● How can we use strategies to understand what we read?<br>How do we make sense of tricky words and ideas in a book?<br>● How can we use pictures, words, and our own thinking to understand a story?<br>● What can we do when we don't understand part of a text?<br>● How do readers set goals to become stronger readers?<br>How can paying attention to details help us understand characters, events, and information?<br>● Why is it important to reread and check our thinking while reading?<br><br>**Writing:**<br>● What is a review, and why do people write reviews?<br>● How can we share our opinions clearly in writing?<br>● How do we give reasons to support our opinions? | ● Identify and read digraphs: wh, sh, ch, th, ck.<br>● Tap digraphs using one finger to isolate the single sound.<br>● Mark up digraphs by underlining the two letters that make the digraph.<br>● Identify and read consonant blends, where each letter makes its own sound (e.g., /s/ and /l/ in sl).<br>● Tap each letter in a consonant blend separately to hear individual sounds.<br>● Mark up consonant blends by underlining each letter separately.<br>● Identify and read digraph blends, which combine a digraph with another consonant (e.g., n+ch in lunch, sh+r in shred).<br>● Tap digraph blends using one finger for the digraph and separate fingers for additional consonants.<br>● Mark up digraph blends by underlining the digraph and then each consonant separately.<br>● Sort words into categories: digraphs, blends, and digraph blends.<br>● Apply these skills to read words accurately in isolation and in context.<br><br>**Reading:**<br>● Use reading strategies to comprehend texts.<br>● Notice details in the text and illustrations.<br>● Identify the purpose of reading.<br>● Take on different "reading jobs".<br>● Build comprehension through discussion and reflection.<br>● Understand relationships in ecosystems.<br>● Ask questions to deepen understanding.<br>● Use text features to gather information. |

- How can we organize our ideas so readers understand our opinion?
- How do we choose words that help our opinion be convincing?
- How can we include details from the book, product, or experience to support our opinion?
- How do writers revise and improve their reviews to make them stronger?
- Why is it important to consider the audience when writing a review?

**Enduring Understandings**

**Phonics:**

- "Glued" sounds are combinations of letters that work together to make a single sound, and recognizing them helps us read and spell words accurately.
- Tapping with fingers helps us isolate and hear each sound in a word, including glued sounds, digraphs, blends, and digraph blends.
- Marking up words by boxing glued letters or underlining digraphs and blends helps us visually identify important sound patterns.
- Words can be categorized by their sound patterns—such as glued sounds, digraphs, blends, and digraph blends—which strengthens our decoding skills.
- Digraphs are two letters that together make one sound, and understanding them helps us read words more fluently.
- Consonant blends contain letters that each make their own sound, and recognizing them supports accurate decoding.

- Observe and describe details in illustrations and text.
- Compare information across texts.

**Writing:**

- Understand what a review is and why people write reviews.
- State their opinion clearly about a book, product, or experience.
- Give reasons and supporting details for their opinion.
- Organize their ideas so readers can follow their thinking.
- Use precise and convincing words to express their opinion.
- Include examples and evidence to strengthen their review.
- Revise and edit their writing to make it clearer and more effective.
- Consider their audience when writing a review.
- Reflect on their own thinking to improve the quality of their review.

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| ● Digraph blends combine a digraph with another consonant, and identifying them helps us break down and read complex words.<br>● Sorting and marking words based on these sound patterns reinforces phonics knowledge and builds automaticity in reading.<br><br>**Reading:**<br>● Readers use strategies to make sense of texts.<br>● Readers pay attention to details to understand meaning.<br>● Reading helps us learn and grow.<br>● Readers take on different jobs depending on the text.<br>● All living things in the ocean are connected.<br>● Observing closely helps us understand the natural world.<br>● Asking questions deepens understanding.<br>● Nonfiction texts provide facts and information about the world.<br><br>**Writing:**<br>● A review shares a writer's opinion about a book, product, or experience.<br>● Writers give reasons and details to support their opinions.<br>● Organizing ideas clearly helps readers understand the writer's opinion.<br>● Choosing precise words makes opinions more convincing and engaging.<br>● Including examples and evidence strengthens the review.<br>● Revising and editing improve the clarity and effectiveness of a review. | |

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| • Considering the audience helps writers communicate their opinions effectively.<br>• Writing reviews helps readers think critically about what they read or experience. | |

| **Instructional Plan** | |
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| **Suggested Activities** | **Resources** |
| **Phonics:**<br><br>**Lesson:** Digraphs, blends, and digraph-blend combinations in words.<br><br><u>I Do:</u> I will show the students a list of words with the new glued sounds (ang, ing, ong, ung, ank, ink, onk, unk) and model how to tap using three fingers to hear the glued sound. I will demonstrate marking up the words by boxing the glued letters and then read the words aloud while tapping each sound. Next, I will show words with digraphs (sh, ch, th, wh, ck), blends (sl, st, bl), and digraph blends (sh+r in shred, n+ch in lunch), modeling how to tap for each sound, underline digraphs, underline blends letter by letter, and underline digraph blends separately.<br><br><u>We Do:</u> Together, we will read a short list of mixed words and practice tapping each sound as a class. I will guide students in marking up the glued sounds by boxing, underlining digraphs, underlining each letter of blends, and underlining digraph blends step by step. We will sort the words into categories: glued sounds, digraphs, blends, and digraph blends, discussing how each type of | Resources for **on-grade** students:<br>• Partners (turn-and-talk, heterogenous, homogenous)<br>• Digraph word sorts<br>• Anchor Charts<br>• Graphic organizer with sentence stems<br>• Word banks (ex. word wall with unit themed sight words)<br>• Book baggies containing carefully selected leveled and decodable books<br>• Reading mats<br>• Sticky notes<br>• Read-aloud texts<br>• A designated space in the classroom for a vocabulary wall<br>• Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **approaching** grade level expectations:<br>• Highlighters (ex. highlight all the words with beginning l-blends<br>• Listening option (ex. Epic)<br>• RTI Progress Monitoring<br>• Graphic organizer partially filled in ny teacher<br>• White boards |

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| sound pattern works.<br><br>They Do: Students will work independently or in pairs to read a set of words from a word bank or a short sentence. They will tap each word's sounds, mark up glued sounds, digraphs, blends, and digraph blends appropriately, and sort the words into the correct categories. Finally, they will read the words aloud to a partner to check their understanding and fluency.<br><br>**Reading:**<br><br>I Do: I introduce the book *Diving Deep into Oceans and Coral Reefs* by showing the cover and reading the title, explaining that nonfiction readers look for important details to help them understand the topic. I read the first page aloud and think aloud about key details, saying things like, "The author says coral reefs are home to many animals. I notice the words *home* and *many animals*—these are important details." I model how to ask questions such as "Who lives in the coral reef? Where do they live? Why is this important?" and answer them using evidence from the text, demonstrating how to gather information as a reader.<br><br>We Do: We read the next page together, pausing to identify key details as a group, with students pointing out or whispering important words. I pose questions like, "What do fish do in the coral reef?" and guide students to answer using the text, encouraging them to explain their thinking. As a group, we record key details and responses on a chart, reinforcing how readers gather clues from the text to understand the topic.<br><br>They Do: Students read the next short section on their own (or in pairs) and identify 2–3 key details about coral reef life. They then | ● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **exceeding** grade level expectations:<br>● District Approved and Selected novels<br>● "I wonder" questions<br>● Compare and contrast the setting in the beginning, middle, end of story<br>● First/Next/Then/Last Story Map<br>● Book baggies containing carefully selected leveled and decodable books<br><br>Resources for other differentiation:<br>Book baggies containing carefully selected leveled and decodable books<br>● Anchor Charts: "How To Be a Word Detective," "We Can Read ANY Word," and "Good Habits for Understanding Our Books," "Let's Talk as a Class", "Taking a Closer Look".<br>● Reading mats<br>● Sticky notes<br>● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders<br>● Read-aloud texts<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics |

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| write or draw answers to a guided question: “What is one thing you learned about coral reefs?” Students share their findings with a partner or small group, explaining how the details from the text helped them.<br><br>**Writing Skill:**<br><br>**Lesson:** Writing Reviews (Opinion)<br><br><u>I Do:</u> I will model how to write a review of a familiar book, thinking aloud as I choose my opinion and the reasons that support it. I will show how to start with a clear statement of my opinion, add one or two reasons with examples from the book, and use words that help my opinion be convincing. I will also demonstrate how to reread and revise my review to make my ideas clear for the reader.<br><br><u>We Do:</u> Together, we will read a short book or look at a product, and I will guide students in sharing their opinions aloud. We will brainstorm reasons to support our opinions and choose words to make our review convincing. I will write a shared review on chart paper, inviting students to suggest ideas, check that reasons are clear, and help me revise sentences for clarity and detail.<br><br><u>They Do:</u> Students will independently or in pairs write their own short review of a book, product, or experience, stating their opinion clearly and including at least one reason with a supporting example. They will use the strategies modeled earlier—checking for clear opinion, supporting reasons, and strong word choice—and then share their reviews with a partner to give and receive feedback. | Useful Websites such as:<br>○ BH Library<br>○ The Ocean County Library<br>○ Achieve the Core<br>○ Scholastic<br>○ Reading A-Z<br>○ Raz Plus<br>○ Epic<br>○ Heinemann Flights<br>○ Fun Hub<br>○ You Tube |

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| Reading Unit Connection Essential Question: How does water quality impact the coral reefs and how an reducing pollution help?<br>Engage: Before the lesson mix up two cups of water, one with regular water and another that looks disgusting (mix in dirt, plastic, paper, etc.). Ask students which one would be safe to drink? Why? Ask students how water in our environment can get dirty. Tell them that we all need clean water, air and land to live on. If we do not take care of our air, water and land, it might not be usable for everyone. Tell students that today we will learn about how water can be affected by pollution and how we can keep it clean.<br>Explore: 1. Arrange students into four groups.<br>2. Fill four plastic containers 3/4 full of water.<br>3. Students can add trash to the water (oil, paper, plastic and dirt).<br>4. Students record and illustrate changes to the water after each item is added, for example the dirt makes the water muddy, the oil floats on top, the paper falls apart into tiny pieces, plastic floats at the top, etc.<br>5. Ask students for ideas on how it can be cleaned up.<br>6. Use tongs to remove large pieces of trash.<br>7. Filter the water into a new container to remove more trash.<br>8. Ask students if they have removed all the pollution. (Some, but not all.)<br>9. Since it is hard to remove all the pollution, brainstorm ways to prevent that water from being polluted in the first place.<br>Explain: Watch the Generation Genius Reducing Our Impact on Earth video as a group. Facilitate a conversation using the discussion questions. Students will turn and talk with partners to | |

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| discuss questions. Discuss the vocabulary words: problem and solution.<br><br>Vocabulary: Create a Frayer Model/4 Square using important vocabulary such as *pollution, recycle, environment.*<br>Elaborate: Students create a poster for the school highlighting the 3R's. Posters should show the recycling symbol to look for and include drawings and labels of what items should be recycled (paper, glass, plastic, aluminum cans). Students will share their posters with the class. | |

**Suggested Options for Differentiation**

**Multilingual Learners English Language Learners:**

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

**Special Education:**

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

**Students with 504 Plans:**

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

**Gifted And Talented:**

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest‐based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre‐assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

**Students At Risk Of School Failure:**

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

**Core Instructional and Supplemental Materials**

Student Books
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- **Jump Rope readers**
- **Let's Gather books**
- **Fundations Readers**
- ***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, 2023**

**Texts:**

Nate the Great by Marjorie Weinman Sharmat
The High-Rise Private Eyes by Cynthia Rylant
Young Cam Jansen by David Adler
Max's Words by Kate Banks
The Boy Who Loved Words by Roni Schotter
The Word Collector by Peter Reynolds

A Coral Reef Story: Animal Life in Tropical Seas by Jane Burnard
Coral Reefs: A Journey Through an Aquatic World Full of Wonder by Author is Jason Chin
The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation by Kate Messner
Coral Reefs by Dr. Sylvia A. Earle

**Trade Book Titles**
The Big Book of the Blue by Yuval Zommer
The Dinosaur Chase by Hugh Price
The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho

**Jump Rope Readers Titles**
*Soojin Draws a Story* by Elizabeth Franco

Third party vendor websites such as:

- https://www.beachhavenlibrary.org/
- https://www.heinemann.com/
- https://www.teachyourmonster.org/
- 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/
- https://auth.flipgrid.com/signin
- https://www.raz-plus.com/
- https://www.readinga-z.com/
- https://www.wilsonlanguage.com/programs-old/fundations/fun-hub/

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Teacher created path
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- Teacher created path
- District approved novels
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com

- https://www.readinga-z.com/

**Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations**

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

**Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations**

- Teacher created path
- District approved novels
- Comprehension Extension Activities
- BrainPOP Jr.

| **Unit Reflections** |
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| **Teacher Notes/Reflection:** |

| **Unit 5- Meeting Characters and Learning Lessons, From Scenes to Series, Level 1 Fundations** | **Duration: 30 days** |
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| **Unit 5 Overview** | |
| **Reading**: Meeting Characters and Learning Lessons: A Study of Story Elements , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening<br><br>**Writing**: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing | |

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

## Standards/Learning Targets

### Focus Standards (Major Standards)

**Print Concepts**

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

Phonological Awareness

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

A. Distinguish long from short vowel sounds in spoken single-syllable words.
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
C. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
D. D.Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

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

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

**Fluency**

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

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

**Foundational Skills: Writing Language**

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

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

**Spelling**

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

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

**Sentence Composition (Grammar, Syntax, and Punctuation)**

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

A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
E. Use commas in dates and to separate single words in a series.
F. F.Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

**Knowledge and Vocabulary**

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

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

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

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

**Reading Informational**

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5. Identify who is telling the story at various points in a text.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Reading Literary**

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

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

**Writing Domain**

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

A.Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

B.Provide dialogue and/or description and details of experiences, events, or characters.

C.Use transitional words to manage the sequence of events.

D.Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

A.With prompts and support, identify audience and purpose before writing.

B.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a

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

**Speaking and Listening**

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

A.Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

C.Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Supporting and Additional Standards**

**<u>Writing</u>**

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

**Primary Interdisciplinary Connections**

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).

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

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

**Computer Science and Design Thinking Standards**

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

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

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

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

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

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

**Evidence of Student Learning**

**Performance Tasks/Use of Technology**

- Conferencing/Individual Small group
- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

**Formative Assessments**

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share

**Summative**

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Spelling Inventory
- Teacher Assessments created
- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Reading Progressions

**Benchmarks**

- Beginning, middle and end of year
- DIBELS (Early Literacy Screening)
- DRA

**Alternative**

- Reflective/response journals
- Reading A-Z Guided Level Assessments

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| ● Peer/Self Assessment<br>● Cooperative Learning Groups<br>● Whiteboard Assessments<br>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)<br>● Graphic Organizers<br>● Rubrics<br>● Exit Slips<br>● Writing on-demand observation tool | ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time<br>● My Reading Log and Reflections<br>● Fundations Fluency Kit Assessments<br>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc.) writing that students do every day<br>● Running Records<br>● Scholastic News |
| **Knowledge and Skills** | |
| **Content** | **Skills** |
| **Unit Essential Questions**<br><br>**Phonics:**<br>● What is a syllable, and how can we hear and push out each syllable in a word?<br>● How can we identify closed syllables, and why do they have short vowel sounds?<br>● How do we mark up closed syllables to show the vowel, consonants, and syllable type?<br>● How can we sort words into closed syllables and other types of syllables?<br>● How do blends affect closed syllables, and how can we read and tap words with blends?<br>● How can we segment and blend words with up to five sounds to read them accurately?<br>● What are compound words, and how can we divide them into smaller words? | **Unit Goals**<br>*Students will be able to..*<br><br>**Phonics:**<br>● Identify and hear syllables in words by pushing out each syllable in one breath.<br>● Recognize and read closed syllables, understanding that the vowel is followed by one or more consonants and has a short vowel sound.<br>● Mark up closed syllables by underlining the syllable, placing a “c” below, and a breve above the vowel.<br><br>● Sort words into categories: closed syllables vs. words that are not closed syllables.<br>● Identify and read closed syllables that include consonant blends. |

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| • How do we divide multisyllabic words between vowels or consonants to read them correctly?<br>• How can we identify and spell multisyllabic words ending with –ic correctly?<br>• How does understanding syllables help us read, write, and spell longer words accurately?<br><br>**Reading:**<br>• Who are the characters in a story, and how do we learn about them?<br>• What are the important events in a story, and how do they help the story make sense?<br>• How do the setting and events influence what happens to the characters?<br>• How can we identify the problem and solution in a story?<br>• What lessons or messages do the characters' experiences teach us?<br>• How do illustrations, dialogue, and details in the text help us understand the story?<br>• How can retelling the story help us remember key events and lessons?<br>• How do readers notice and think about the choices characters make in a story?<br>**Writing:**<br>• What makes a story a fiction story?<br>• How do writers create interesting characters that readers want to follow?<br>• How do writers plan and organize a series of events in a story?<br>• How can writers show what is happening in a story through details, dialogue, and actions?<br>• How do writers create problems and solutions to make their stories exciting? | • Segment and blend words with up to five sounds to read and spell accurately.<br>• Tap and write words with multiple sounds to reinforce decoding and encoding skills.<br>• Recognize compound words and divide them into smaller words to understand meaning.<br>• Divide multisyllabic words between vowels or consonants for accurate reading and spelling.<br>• Identify and correctly spell multisyllabic words ending with –ic.<br>• Sort words by number of syllables (one-syllable vs. multi-syllable words).<br>• Apply knowledge of syllables to read, write, and decode longer words accurately in sentences and texts.<br><br>**Reading:**<br>• Identify the main characters in a story and describe their actions, thoughts, and feelings.<br>• Recognize the setting of a story and explain how it affects the characters and events.<br>• Retell key events in the order they happen.<br>• Identify the problem and solution in a story.<br>• Determine lessons or messages that the story conveys.<br>• Use illustrations, dialogue, and text details to better understand characters and events.<br>• Make connections between characters' choices and the outcomes in the story.<br>• Discuss and write about what they learned from the story and how it relates to their own experiences. |

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| ● How do writers revise their stories to make them clearer and more engaging?<br>● How can writers use ideas from one story to write a series of connected stories?<br>● How do writers think about their audience when writing fiction?<br>**Enduring Understandings**<br><br>**Phonics:**<br>● Words are made up of parts called syllables, and each syllable must contain at least one vowel.<br>● A closed syllable has only one vowel, is "closed in" by consonants, and has a short vowel sound.<br>● Marking up syllables visually helps readers identify vowel sounds and decode words accurately.<br>● Words can have closed syllables with blends, and understanding how to segment and blend sounds supports reading and spelling.<br>● Segmenting and blending words with multiple sounds helps students read longer and more complex words.<br>● Compound words are formed by combining two smaller words, and recognizing the smaller words helps with decoding and understanding.<br>● Multisyllabic words can be divided between vowels or consonants to make reading and spelling easier.<br>● Understanding spelling patterns, such as using –ic at the end of multisyllabic words, supports accurate writing.<br>● Sorting words by syllable type and number of syllables strengthens students' phonics and decoding skills.<br>● Recognizing and working with syllables improves reading fluency, spelling, and word analysis skills.<br><br>**Reading:** | **Writing:**<br>● Understand what makes a story a fiction story.<br>● Create and develop characters by showing their actions, thoughts, and feelings.<br>● Plan and organize a sequence of events in a story.<br>● Write problems and solutions to make their stories engaging.<br>● Use details, dialogue, and actions to help readers visualize the story.<br>● Revise and edit stories to make them clearer and more interesting.<br>● Write a series of connected stories by continuing characters and events across multiple stories.<br>● Consider their audience when choosing words, details, and story elements. |

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| ● Stories are made up of characters, events, settings, problems, and solutions.<br>● Characters' actions, thoughts, and feelings help us understand who they are and why they make choices.<br>● The sequence of events in a story helps readers understand what happens and why.<br>● The setting influences the events and experiences of the characters.<br>● Problems and solutions in a story show how characters overcome challenges.<br>● Stories often teach lessons or convey messages that readers can learn from.<br>● Illustrations, dialogue, and text details provide clues about characters, events, and lessons.<br>● Retelling a story helps readers remember key events, characters, and the lessons learned.<br>**Writing:**<br>● Fiction stories are made up of characters, settings, and events that can be imagined or based on real life.<br>● Writers develop characters by showing their actions, thoughts, and feelings.<br>● A well-organized sequence of events helps readers understand and enjoy a story.<br>● Problems and solutions create tension and make stories interesting.<br>● Using details, dialogue, and actions helps readers visualize the story.<br>● Writers revise and edit their work to make stories clearer and more engaging.<br>● One story can inspire a series, and writers can continue to develop characters and events across multiple stories.<br>● Considering the audience helps writers choose words, details, and story elements that engage readers. | |

| Instructional Plan | |
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| **Suggested Activities** | **Resources** |
| **Phonics:**<br><br>**Lesson:** - Syllables, Closed Syllables with Blends, Compound Words, and Multisyllabic Word Division<br><br>I Do: I will model how to identify syllables in words by pushing out each syllable in one breath and explain that each syllable must have at least one vowel. I will demonstrate how to recognize and mark up closed syllables by underlining the syllable, placing a "c" below, and a breve above the vowel. I will then show closed syllables with blends, segmenting and blending each sound in words with up to five sounds, and model marking them up. Finally, I will demonstrate how to divide compound and multisyllabic words correctly and how to spell words ending in –ic.<br><br>We Do: Together, we will read a list of words containing closed syllables, blends, compound words, and multisyllabic words. I will guide students in tapping and segmenting the sounds, marking up the syllables and blends, dividing compound and multisyllabic words, and identifying the spelling pattern –ic. We will sort words into categories such as closed syllables, closed syllables with blends, one-syllable vs. multi-syllable words, and compound words to reinforce understanding.<br><br>They Do: Students will independently or in pairs read a set of words or short sentences, tap each syllable and sound, mark up closed syllables and blends, divide compound and multisyllabic words correctly, and identify words ending with –ic. They will sort the words into the appropriate categories and then read their words aloud to a partner, applying the | RResources for **on-grade** students:<br>● Partners (turn-and-talk, heterogenous, homogenous)<br>● Digraph word sorts<br>● Anchor Charts<br>● Graphic organizer with sentence stems<br>● Word banks (ex. word wall with unit themed sight words)<br>● Book baggies containing carefully selected leveled and decodable books<br>● Reading mats<br>● Sticky notes<br>● Read-aloud texts<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **approaching** grade level expectations:<br>● Highlighters (ex. highlight all the words with beginning l-blends<br>● Listening option (ex. Epic)<br>● RTI Progress Monitoring<br>● Graphic organizer partially filled in ny teacher<br>● White boards<br>● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders |

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| syllable and spelling rules learned during the lesson.<br><br>**Reading**<br><br>**Lesson:** Identify and describe story elements<br><br><u>I Do:</u> I will read aloud a short story to the class, thinking aloud as I identify the main characters, their actions, thoughts, and feelings. I will model how to notice the setting and how it influences what happens, as well as how to identify the problem and solution in the story. I will also show how to use illustrations and text details to understand the story and think about the lesson it teaches.<br><br><u>We Do:</u> Together, we will read another short story or revisit the same story, and I will guide students in identifying the characters, setting, and key events. We will discuss the problem and solution as a class, notice details from the text and illustrations, and talk about the lesson or message the story conveys. Students will contribute ideas while I chart our thinking so they can see how to organize story elements.<br><br><u>They Do</u>: Students will independently or in pairs read a short text or listen to a read-aloud and identify the main characters, setting, and key events. They will determine the problem and solution, notice details that reveal character traits, and write or share the lesson or message of the story. Finally, students will share their observations with a partner or the class to practice explaining story elements and lessons learned.<br><br>**Writing** | ● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics<br><br>Resources for students **exceeding** grade level expectations:<br>● District Approved and Selected novels<br>● "I wonder" questions<br>● Compare and contrast the setting in the beginning, middle, end of story<br>● First/Next/Then/Last Story Map<br>● Book baggies containing carefully selected leveled and decodable books<br><br>Resources for other differentiation:<br>Book baggies containing carefully selected leveled and decodable books<br>● Anchor Charts: "How To Be a Word Detective," "We Can Read ANY Word," and "Good Habits for Understanding Our Books," "Let's Talk as a Class", "Taking a Closer Look".<br>● Reading mats<br>● Sticky notes<br>● Optional student tools including "word scanners" (finger lights or popsicle sticks), magnifying glasses (hand lenses), and file folders<br>● Read-aloud texts<br>● A designated space in the classroom for a vocabulary wall<br>● Vocabulary cards created with the class containing keywords with graphics |

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| **Lesson:** Create a short fiction story by developing a character, choosing a setting, planning a sequence of events, including a problem and solution, and adding details or dialogue to make the story engaging for readers.<br><br>I Do: I will model how to write a short fiction story by thinking aloud as I create a character, decide on a setting, and plan a sequence of events. I will demonstrate how to show the character's actions, thoughts, and feelings, and how to include a problem and solution to make the story interesting. I will also show how to add details and dialogue to help readers picture the story and make it engaging.<br><br>We Do: Together, we will brainstorm a character and setting for a shared story. I will guide students as we plan the sequence of events, discuss a problem and solution, and add small details and dialogue. Students will suggest ideas, and we will write the story together on chart paper, modeling how to organize events and show character traits clearly.<br><br>They Do: Students will independently or in pairs write their own short fiction story, creating a character, choosing a setting, and planning a sequence of events. They will include a problem and solution, show the character's actions and feelings, and add details or dialogue to make their story engaging. Finally, they will share their stories with a partner or the class to practice storytelling and receive feedback.<br><br>**Character Lesson Connection and History and contributions of African-Americans**<br><br>Lesson: Read Aloud: *Amazing Grace*<br>**I Do:** Look at the covers and pictures on the title page. Talk about what you can tell about Grace's personality from these pictures. Connect to the | Useful Websites such as:<br>○ BH Library<br>○ The Ocean County Library<br>○ Achieve the Core<br>○ Scholastic<br>○ Reading A-Z<br>○ Raz Plus<br>○ Epic<br>○ Heinemann Flights<br>○ Fun Hub<br>○ You Tube |

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| story by asking and answering questions before reading: *Can you think of a time that you wanted to try something new and someone told you "you can't do that"? How did that make you feel and how did you respond? Did you give up or try harder to prove them wrong? We're going to read a story about a girl who didn't let those words stop her from trying.*<br><br>**We Do:** Read/listen to *Amazing Grace,* pausing for students to check for understanding of key details.<br><br>**They Do:** After reading, students think-pair-share *How did Grace work toward becoming Peter Pan? What did she focus on that mattered? What didn't matter that she could let go? Think about what you would like to be or do. How can you work toward it? What should you not spend time on?*<br><br>Activity: Discuss what it means to support and encourage each other. Talk about ways to say "good job" and "I know you can do it." Have each person make a plan to try something new and difficult this month. Listen to each others' ideas and make a plan for supporting and encouraging each other. | |

**Suggested Options for Differentiation**

**Multilingual Learners English Language Learners:**

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

**Special Education:**

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks

- Use a strong student as a “buddy”
- 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
- 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 to assist

**Students with 504 Plans:**

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

- 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 to assist

**Gifted And Talented:**

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

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

**Students At Risk Of School Failure:**

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

**Core Instructional and Supplemental Materials**

Student Books
Anchor charts: “Off We Go! Readers Go on Adventures,” Readers Meet Characters on Their Adventures,” “Readers Think Back on Their Adventures,” and “Partners Share Their Reading Adventures.”
Sticky notes and chart paper

Amazing Grace by Mary Hoffman
Bradford Street Buddies: Back-Yard Campout by Jerdine Nolen
Frog and Toad Are Friends by Arnold Lobel
Lola Levine Is Not Mean! by Monica Brown
My New Puppy by Jepilyn Matthis and Cynthia Williams

Soojin Stands Out by Elizabeth Franco
Salma the Syrian Chef by Danny Ramadan
Swashby and the Sea by Beth Ferry
Tumbleweed Stew by Susan Stevens Crummel
Yasmin series by Saadia Faruqi
Weslandia by Paul Fleischman

Unit Readers Titles
● The Case of the Beep
● The New Puppy

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- **Jump Rope readers**
- **Fiction books that students can decode independently, including decodable texts and leveled books; books selected based on assessment data**
- **Let's Gather books**
- **Fundations Readers**
- ***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, 2023**

**Technology resources :**

Third party vendor websites such as:

- https://www.beachhavenlibrary.org/
- https://www.heinemann.com/
- https://www.teachyourmonster.org/
- 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/
- https://auth.flipgrid.com/signin
- https://www.raz-plus.com/
- https://www.readinga-z.com/
- Scholastic News
- https://www.wilsonlanguage.com/programs-old/fundations/fun-hub/

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Teacher created path
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- Teacher created path
- District approved novels
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.

- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Unit Reflections**

**Teacher Notes/Reflection:**

| **Unit 6 - Reading Non Fiction Cover to Cover, Music in Our Hearts, Level 1 Fundations** | **Duration: 30 days** |
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**Unit 6 Overview**

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

**Writing:** Music in Our Hearts: Writing Songs and Poetry (If...Then…), Shared Writing, Interactive Writing; Independent Writing Projects (If...Then…), Shared Writing, Interactive Writing

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

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

**Print Concepts**
L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness
L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A. Distinguish long from short vowel sounds in spoken single-syllable words.
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
C. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
D. D.Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

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

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

**Fluency**

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

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

**Foundational Skills: Writing Language**

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

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

**Spelling**

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

A.Short vowels and single consonants.

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

**Sentence Composition (Grammar, Syntax, and Punctuation)**

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

A. Write sentences with increasing complexity.
B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
E. Use commas in dates and to separate single words in a series.
F. F.Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

**Knowledge and Vocabulary**

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
A.Choose flexibly from an array of strategies to determine the meaning of words and phrases.
B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

**Reading Informational**

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Reading Literay**
RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.PP.1.5. Identify who is telling the story at various points in a text.
RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

**Writing**
W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- A.Introduce a topic.
- B.Develop the topic with facts or other information and examples related to the topic.
- C.Provide a conclusion.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- A.Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

B.Provide dialogue and/or description and details of experiences, events, or characters.
C.Use transitional words to manage the sequence of events.
D.Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

A.With prompts and support, identify audience and purpose before writing.
B.With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

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

**Speaking and Listening**

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

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

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

**Supporting and Additional Standards**

**Writing**

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

A. Introduce an opinion.
B. Support the opinion with facts or other information and examples related to the topic.

C. Provide a conclusion.

**Primary Interdisciplinary Connections**

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CivicsDP.3: "Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity."

**Computer Science and Design Thinking Standards**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.AP.4: Break down a task into a sequence of steps.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

**Evidence of Student Learning**

**Performance Tasks/Use of Technology**

- Conferencing/Individual Small group
- Open Ended Questions
- Observation Notes and Checklists
- Third party vendors & websites such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

**Formative Assessments**

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks

**Summative**

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Spelling Inventory
- Teacher Assessments created
- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Reading Progressions

**Benchmarks**

- Beginning, middle and end of year
- DIBELS (Early Literacy Screening)
- DRA

**Alternative**

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| ● Class Discussions<br>● Think-Pair-Share<br>● Peer/Self Assessment<br>● Cooperative Learning Groups<br>● Whiteboard Assessments<br>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)<br>● Graphic Organizers<br>● Rubrics<br>● Exit Slips<br>● Writing on-demand observation tool | ● Reflective/response journals<br>● Reading A-Z Guided Level Assessments<br>● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time<br>● My Reading Log and Reflections<br>● Fundations Fluency Kit Assessments<br>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc.) writing that students do every day<br>● Running Records<br>● Scholastic News |
| **Knowledge and Skills** | |
| **Content** | **Skills** |
| **Unit Essential Questions**<br><br>**Phonics:**<br><br>**Reading:**<br>● How do nonfiction readers learn new information from cover to cover?<br>● What strategies help readers understand and remember important facts?<br>● How do text features (like headings, labels, diagrams, and captions) help us learn from nonfiction books?<br>● How do readers talk and think together in a book club to deepen understanding?<br>● How can we compare and connect information across different nonfiction texts on the same topic? | **Unit Goals**<br>*Students will be able to..*<br><br>**Phonics:**<br><br>**Reading:**<br>● Students will learn to read nonfiction books with purpose and curiosity.<br>● Students will identify main ideas and supporting details across sections of nonfiction texts.<br>● Students will use text features to locate and understand key information.<br>● Students will engage in book club discussions to share ideas and build knowledge collaboratively. |

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| ● What do good nonfiction readers do when they come to a tricky part in their book?<br>● How can nonfiction reading help us learn more about the world and share our learning with others?<br>**Writing:**<br>● How do poets and songwriters use words to express feelings, ideas, and experiences?<br>● How can rhythm, rhyme, and repetition make our writing sound musical?<br>● What inspires poets and songwriters to write?<br>● How do writers choose words that create images and sounds in the reader's mind?<br>● How can we use structure and pattern to make our poems and songs powerful?<br>● How do poets revise and share their work to connect with an audience?<br>**Enduring Understandings**<br><br>**Phonics:**<br><br>**Reading:**<br>● Nonfiction readers read to learn and teach others about the world.<br>● Strong nonfiction readers use text features and structures to help them understand key ideas and details.<br>● Readers grow their thinking by talking with partners and book club members.<br>● Comparing information across texts helps readers develop deeper understanding of a topic.<br>● Readers monitor their comprehension and use fix-up strategies when something doesn't make sense.<br>● Nonfiction readers synthesize what they learn and share it clearly with others. | ● Students will make connections and comparisons between multiple nonfiction books on the same topic.<br>● Students will express what they have learned through talk, writing, and visual representations.<br><br>**Writing:**<br>● Students will explore and write different types of poems and songs that express feelings and ideas.<br>● Students will experiment with rhythm, rhyme, repetition, and line breaks to create musical language.<br>● Students will use descriptive and sensory language to help readers visualize and feel their message.<br>● Students will study mentor poems and songs to notice patterns and techniques writers use.<br>● Students will revise their poems and songs to strengthen word choice, structure, and flow.<br>● Students will publish and perform their work to celebrate language and share meaning with others. |

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| **Writing:**<br>● Writers can express emotions, observations, and ideas through poetry and song.<br>● Poetry uses rhythm, sound, and imagery to create meaning and mood.<br>● Songwriters and poets make intentional choices about words, line breaks, and patterns to create a musical quality.<br>● Writers find inspiration in the world around them, in nature, people, and experiences.<br>● Poets reread, revise, and share their work to make their message clear and memorable.<br>● Writing poetry helps us appreciate language and the beauty of sound, pattern, and emotion. | |
| **Instructional Plan** | |
| **Suggested Activities** | **Resources** |
| **Reading Skill: Phonological Awareness**<br>**Lesson:** "Identify Phonemes"<br><br><u>Model:</u> Identify the common sound in the words boil, coil, and join. **Listen for the Same Sound:** I am going to listen for the same sound in three words. Listen as I say the words: boil, coil and join. **Name the Sound**: Now I will say the sound that is the same in all three words: /oi/. The middle sound in boil, coil, and join is /oi/.<br><br><u>Apply:</u> Have children identify the common sound in the words boat, know, and pole. **Listen for the Same Sound:** Your turn! Put on your listening ears as I say three words. What sound is the same in boat, know, and pole? **Name the Sound:** Now you say the sound that is the same. | Resources for **on-grade** students:<br>● Partners (turn-and-talk, heterogenous, homogenous)<br>● Word banks (ex. word wall with sight words for the unit)<br>● Cloze sentences with word banks<br>● *Scholastic News* magazines<br>● Anchor Charts<br>● Graphic organizer with sentence stems<br><br>Resources for students **approaching** grade level expectations:<br>● Post-its (ex. put a post-it on a page in your leveled text<br>● Listening option (ex. *Scholastic News* online |

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| /o/(long o).<br><br>Now use the routine and have children identify the common sound in each set of words below. Correct all errors.<br><br>**coin, choice, toy, /oy/**<br><br>**free, peach, beaver, /e/(long e)**<br><br>**bake, rain, today, /a/ (long a)**<br><br>**point, joyful, destroy, /oi/**<br><br>**Reading Skill: Connected Text/Fluency/Expression**<br><br>**Lesson:** "Apply to Text"<br><br>*First Read:*<br><br>Teach/Model: Model decoding the title. Call attention to this week's Super Words in bold and the Unit Words moon and appear. Remind children that they are learning about words with /o/. Write target skill words from text. Such as Paul and crawled. Have children practice reading the words in isolation to build automaticity. Model decoding the first sentence before reading the text in unison with children. Point to each word as you read and have children do the same.<br><br>Apply: Have children reread the text in unison. Circulate and provide | • RTI Progress Monitoring<br>• Graphic organizer partially filled in by teacher<br>• White boards<br><br>Resources for students **exceeding** grade level expectations:<br><br>• District Approved and Selected novels<br>• Self-assess using writing checklist<br>• "I wonder" questions<br>• Compare and contrast the setting in the beginning, middle, end of story<br>• First/Next/Then/Last Story Map<br><br>Useful Websites such as:<br>○ The Ocean County Library<br>○ Achieve the Core<br>○ Scholastic<br>○ Readworks<br>○ Starfall<br>○ ABCYA<br>○ Epic<br>○ Smekens |

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| feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.<br><br>*Second Read:*<br><br>Teach/Model: Explain that readers can use their voice to show what the characters in a text feel. Read p.269 in a monotone voice. **Say**, When I read a text aloud without expression, it sounds dull. I'm going to reread this paragraph with expression. Reread the text with expression. Point out that reading with expression helps listeners understand how Paul feels about drawing the stars.<br><br>Apply: Have children read the text aloud in unison. Listen for appropriate expression.<br><br>**Lesson:** Genius Hour PowerPoint<br><br>I Do: Introduce Passion/Genius Hour project using Powerpoint or anchor chart. Create a topic board<br><br>We Do: Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.<br><br>They Do: Students will create their questions and begin their research once approved by the teacher<br><br>*****Students will present their projects to their peers and teacher<br><br>**Reading Comprehension Skill: Retell a story understanding the** | |

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| **theme**<br><br>**Lesson:** *Not Yet a Yeti* by Lou Treleaven<br><br>I Do: Remind students that some books have a theme where the main character learns a lesson. Display a theme anchor chart. *In this story, everyone in George's family is a yeti, except George. Let's read to find out what happened.*<br><br>We Do: Read the story, pausing for students to check for understanding of key details.<br><br>They Do: After reading, students think-pair-share the theme with the rest of the class, including one detail to support the theme. *What lesson did George and his family learn? How do you know?*<br><br>**Writing Skill: Organization in Informative Writing**<br><br>**Lesson: Topic Sentence/Supporting Detail**<br><br>I Do: Remind students that writing needs to be organized to help the reader understand it. *In Informative Writing, remember we should start with a topic sentence. That means a sentence to tell the reader what to expect.* Write the topic sentence on the board: "*We know a lot about First Grade.*" *When we add more details, we want our writing to stay organized. All the ideas should match the topic sentence. My details can't be about my family, or soccer, or the weather, if my topic sentence is about First Grade.*<br><br>We Do: Brainstorm supporting details to match the topic sentence "*We know a lot about First Grade."* and chart the ideas on the board (ex. rules to follow, subject matter learned, classroom supplies, etc.) | |

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

**Suggested Options for Differentiation**

**Multilingual Learners English Language Learners:**

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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

- Spanish minilesson videos
- One-on-one check-ins

**Special Education:**

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

**Students with 504 Plans:**

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

**Gifted And Talented:**

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

**Students At Risk Of School Failure:**

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)

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

**Core Instructional and Supplemental Materials**

Student Books

National Geographic Readers series (topics like animals, space, oceans)

Who Was / What Was…? series (simplified biographies and historical topics)

Actual Size by Steve Jenkins

Animals in the Wild by DK Publishing

Me…Jane by Patrick McDonnell (biographical picture book)

The Big Book of the Blue by Yuval Zommer

Magic School Bus Nonfiction books (science topics like oceans, weather, or the solar system)

Firefly July: A Year of Very Short Poems by Paul B. Janeczko

A Stick Is an Excellent Thing by Marilyn Singer

Joyful Noise: Poems for Two Voices by Paul Fleischman

If You Were a Poet by Nicole Cooley

Read-Aloud Rhymes for the Very Young by Jack Prelutsky

Just Ask!: Be Different, Be Brave, Be You by Justice Sonia Sotomayor and Rafael Lopez

National Geographic Kids Readers (leveled nonfiction for animals, space, environment)

The Cat in the Hat's Learning Library series (science topics)

Let's Read and Find Out Science series (topics like volcanoes, weather, plants, and animals)

Magic School Bus Fact Books (adapted for first graders)

Picture book biographies: *Wilma Unlimited* by Kathleen Krull, *The Fantastic Flying Books of Mr. Morris Lessmore* (realistic/factual inspiration)

Selected nursery rhymes and folk songs (for rhythm, rhyme, and repetition)
Simple rhyming poems by Jack Prelutsky or Shel Silverstein (*Where the Sidewalk Ends*)

Songs or lyrics with repetitive patterns (e.g., *Twinkle, Twinkle, Little Star*, *This Old Man*)

Students' own notebooks with drafts of poems and songs

**Fundations student toolkit**

- **Fundations Teacher Toolkits**
- **Jump Rope readers**
- **Let's Gather books**
- **Fundations Readers**
- ***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, 2023**

Third party vendor websites such as:

- https://www.beachhavenlibrary.org/
- https://www.heinemann.com/
- https://www.teachyourmonster.org/
- 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/
- https://auth.flipgrid.com/signin
- https://www.raz-plus.com/
- https://www.readinga-z.com/

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Teacher created path
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- Teacher created path
- District approved novels
- Fundations Readers
- Reading A-Z
- BrainPOP Jr.
- ww.storyworks.com
- www.scholasticnews.com
- https://www.readinga-z.com/

**Unit Reflections**

**Teacher Notes/Reflection:**