

Introduction:

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

Created on:	July 14, 2015
Created by:	Mary Ann Nicosia, Eagleswood; Lisa Royer, Island Heights; Lisa Lane, Jackson; Aimee Kinsella, Lakewood; Marie Cittadino, Little Egg Harbor
Revised on:	August 11, 2020
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini, Jill Falletta
Proposed Revision Date:	Summer 2023

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

UNIT 1: Reading: Building Good Reading Habits (Book-1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Small Moments: Writing with Focus, Detail and Dialogue (Book 1) Narrative, Shared Writing, Interactive Writing	30 Days-ongoing
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<p>Phonics: Level 1 Foundations(Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	
<p>UNIT 2:</p> <p>Reading: Word Detectives (New Book 2016), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing How-To Books (If ...Then...), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Days-ongoing</p>
<p>UNIT 3:</p> <p>Reading: Learning About the World: Reading Nonfiction (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Nonfiction Chapter Books (Book 2), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Day-ongoings</p>
<p>UNIT 4:</p> <p>Reading: Readers Get to Know Characters By Performing Their Books (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing Reviews (Book 3), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Days-ongoing</p>
<p>UNIT 5:</p> <p>Reading: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3) , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Music in Our Hearts: Writing Songs and Poetry (If...Then...), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics,</p>	<p>25 Days-ongoing</p>

Phonemic Awareness)	
<p>UNIT 6: Reading: Meeting Characters and Learning Lessons: A Study of Story Elements , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Days-ongoing</p>
<p>Unit 7: Reading: Reading Nonfiction Cover to Cover: Nonfiction Book Club (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Independent Writing Projects (If...Then...), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>	<p>25 Days-ongoing</p>

UNIT 1 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 1

Target Course / Grade Level:

Integrated English Language Arts / 1st Grade

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

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

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

Integrated Accommodations and Modification

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

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

Culturally Diverse:

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

504:

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

Gifted and Talented

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

NJSLS: Content Standards:

Reading:

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RL.1.8. (Not applicable to literature)
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing:

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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 self-reflection, and add details to strengthen writing and ideas 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.

Phonics:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- 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.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening:

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

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

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

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

Language:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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.).

Computer Science and Design Thinking

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.

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-mindedness, compassion, civility, persistence).

Unit 1 Essential Questions:

Reading:

- How do readers push themselves to read more?
- What do readers think while they read?
- How do readers make sense of the words on a page?
- How do readers share books?

Writing:

- ☐ Why is it important to think about our audience when we write?
- ☐ How do authors improve their writing?
- ☐ How do authors communicate their ideas to an audience?

Phonics:

Unit 1 Enduring Understandings:

Reading:

Students will understand that...

- There are many ways that readers push themselves to read with enthusiasm and stamina.
- Readers envision as they read.
- Readers match the picture in their minds with the words on the page. 1
- Readers talk about and share ideas about books with partners

Writing:

Students will understand that:

- ☐ There is a process writers engage in to create writings
- ☐ Writers write long and strong, with great volume and stamina

<input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?	<input type="checkbox"/> A small moment is a story about a single event in one's life, written with detail and elaboration <input type="checkbox"/> Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience <input type="checkbox"/> Writers revise and edit their writing to improve readability for an audience Phonics: <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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Phonics:

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

Phonics:

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

Unit Objectives:

Reading

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

Writing

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

Phonics

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

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

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

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

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

Assessments/Evidence of Learning

Formative Assessments

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

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

<ul style="list-style-type: none"> ● 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 ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

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

Integrated Accommodations and Modification

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- 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:

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

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
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Gifted and Talented

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

NJSLS: Content Standards:

Reading:

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

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 self-reflection, and add details to strengthen writing and ideas 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.

Phonics:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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.

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

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

Speaking & Listening:

SL.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.1.2. Ask and answer questions about key details in a text read aloud or information

presented orally or through other media.

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

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

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

Language:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an

interconnected global economy.

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.).

Computer Science and Design Thinking

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.

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-mindedness, compassion, civility, persistence).

Unit 2 Essential Questions:

Reading

- ☐ How do readers respond when they come across a tricky word?
- ☐ Why is it important to use multiple strategies at once?
- ☐ How can partners help us improve our reading?

Writing

- ☐ Why is it important to think about our audience when we write?
- ☐ How do authors improve their writing?
- ☐ How do authors communicate their ideas to an audience?

Phonics:

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

Unit 2 Enduring Understandings:

Reading

- ☐ Readers think about a story and how the words will go before they read.
- ☐ Readers use all they know about letters, sounds, patterns, and high frequency words to help us read.
- ☐ Readers make sure they check and fix their words when they notice something is not quite right.

Writing

Students will understand that:

- ☐ Writing is a process, and every step in the process is important
- ☐ Writers write long and strong, with great volume and stamina
- ☐ How-to writing contains content-specific expert language as well as descriptive language
- ☐ Writers revise and edit their writing to improve readability

<input type="checkbox"/> How do letter patterns help me learn to read words I do not know?	Phonics: <input type="checkbox"/> Understanding letter sounds can apply to reading and writing fluently <input type="checkbox"/> Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know
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Phonics:

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

Unit Objectives:

Reading:

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

Writing:

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

Phonics <ul style="list-style-type: none"> • Segment syllables into sounds (phonemes)–up to 5 sounds • Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters • Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels • Print all uppercase and lowercase letters • Distinguish long and short vowel sounds • Name sounds for r-controlled vowels • Name sounds for vowel digraphs and vowel diphthongs • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Read and spell the first 100 high frequency words, including irregular words (trick words) • Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables) • Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words • Read and spell compound words and other words with two syllables by breaking them into syllables
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- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- **Fundations student toolkit**
- **Fundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com

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

Various Levels of Text:

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

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • 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 • Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments
<p>Alternative Assessments</p> <ul style="list-style-type: none"> • Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) • My Reading Log and Reflections • Foundations Fluency Kit Assessments 	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> • DRA • Beginning of the year SGO assessments • Mid-Year SGO assessments • End-of-Year SGO assessments • Pre and post-unit writing prompt

<ul style="list-style-type: none"> Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	
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UNIT 3 OVERVIEW

Content Area: English Language Arts
Unit Title: Unit 3
Target Course / Grade Level: Integrated English Language Arts / 1st Grade
<p>Unit Summary:</p> <p>Reading: Learning About the World: Reading Nonfiction (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Nonfiction Chapter Books (Book 2), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>

Integrated Accommodations and Modification

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

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

Culturally Diverse:

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

504:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
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Gifted and Talented

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

Unit 3 Learning Targets

NJSLS: Content Standards:

Reading:

- RI.1.1. Ask and answer questions about key details in a text.**
- RI.1.2. Identify the main topic and retell key details of a text.**
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.**
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.**
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.**
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.**

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 self-reflection, and add details to strengthen writing and ideas 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.**

Phonics:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.**
- 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.**
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words**
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**

Speaking & Listening:

- SL.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.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
- SL.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.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**
- SL.1.6. Produce complete sentences when appropriate to task and situation**

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).**

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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

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-mindedness, compassion, civility, persistence).

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

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

Big Ideas: Course Objectives

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

<p>Phonics</p> <ul style="list-style-type: none"> ● Segment syllables into sounds (phonemes)—up to 5 sounds ● Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters ● Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels ● Print all uppercase and lowercase letters ● Distinguish long and short vowel sounds
--

- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
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- Retell key details of a fictional story and demonstrate understanding
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- Construct complete sentences using vocabulary words
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- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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- <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/>

Various Levels of Text:

National Geographic Kids
Pioneer Valley
Rigby
Capstone
DK Readers

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • 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 • Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments

Alternative Assessments	Benchmark Assessments
<ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 4 OVERVIEW

Content Area: English Language Arts
Unit Title: Unit 4
Target Course / Grade Level: Integrated English Language Arts / 1st Grade
<p>Unit Summary:</p> <p>Reading: Readers Get to Know Characters By Performing Their Books (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing Reviews (Book 3), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>

Integrated Accommodations and Modification

English Language Learners:

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

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- Follow specific students accommodations and modifications as listed in individual student IEP
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- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

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

504:

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

Gifted and Talented

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

Unit 4 Learning Targets

NJSLS: Content Standards:

Reading:

- RL.1.1.** Ask and answer questions about key details in a text.
- RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6.** Identify who is telling the story at various points in a text.
- RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10.** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RL.1.8.** (Not applicable to literature)
- RL.1.9.** Compare and contrast the adventures and experiences of characters in stories.
- RI.1.10.** With prompting and support, read informational texts at grade level text complexity or above.

Writing:

- W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, 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 self-reflection, and add details to strengthen writing and ideas 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.

Phonics:

- RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- 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.
- RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words
- RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening:

- SL.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.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.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.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

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

Language:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

.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.).

Computer Science and Design Thinking

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.

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-mindedness, compassion, civility, persistence).

Unit 4 Essential Questions:

Reading

- ☐ How can I get to know the characters in my book really well?
- ☐ How can I combine reading with role playing to grow my understanding of characters?

Writing

- ☐ Why is it important for writers to share their ideas with others?
- ☐ How do writers decide what details will best support their argument?
- ☐ What is the difference between a personal persuasive and persuasive book review?

Phonics:

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

Unit 4 Enduring Understandings:

Reading

- ☐ Studying what characters do in books can help us learn more about them
- ☐ Readers pay attention to what characters do, say, think, and feel
- ☐ Readers pay attention to how a character's feelings change throughout a story

Writing:

- ☐ People can express their opinions in thoughtful, organized, and articulate ways.
- ☐ There are several techniques authors can use to persuade their audience.
- ☐ Writers consider opposing viewpoints when constructing their reviews

Phonics:

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

<input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
--

Unit Objectives

Students will know...

Reading:

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

Writing

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

Phonics:

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

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

- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

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

Various Levels of Text:

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

Assessments/Evidence of Learning	
Formative Assessments <ul style="list-style-type: none">● 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● Exit Slips	Summative Assessments <ul style="list-style-type: none">● Unit Test● Report Card Assessments● Running Records/DRA● Exit Slips● Performance Assessment● Pre-Unit on demand writing prompt● Post-unit on demand writing prompts● Foundations Unit Assessments
Alternative Assessments <ul style="list-style-type: none">● Reflective/response journals● Reading A-Z Guided Level Assessments● Kahoot● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)● My Reading Log and Reflections● Foundations Fluency Kit Assessments● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)	Benchmark Assessments <ul style="list-style-type: none">● DRA● Beginning of the year SGO assessments● Mid-Year SGO assessments● End-of-Year SGO assessments● Pre and post-unit writing prompt

UNIT 5 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 5

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

Summary:

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

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

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

Integrated Accommodations and Modification

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

504:

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Gifted and Talented

- Higher level books
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- Provide multisyllabic words during Foundations 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.

Unit 5 Learning Targets

NJSLS: Content Standards:

Reading:

- RL.1.1. Ask and answer questions about key details in a text.**
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- RL.1.8. (Not applicable to literature)**
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.**

Writing:

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas 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.**
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Phonics:

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Speaking & Listening:

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

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L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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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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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.

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-mindedness, compassion, civility, persistence).

Unit 5 Essential Questions:

Reading:

☐ How do readers respond when they come across a tricky word?

☐ Why is it important to use multiple strategies at once?

☐ How can partners help us improve our reading?

Writing:

☐ How do poets find inspiration for their writing?

☐ How do poets use precise language to express their feelings?

☐ How do poets create a musical quality in the tone of their poetry?

Unit 5 Enduring Understandings:

Reading:

☐ Studying what characters do in books can help us learn more about them

☐ Readers pay attention to what characters do, say, think, and feel

☐ Readers pay attention to how a character's feelings change throughout a story

Writing:

☐ As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone.

<p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know? 	<ul style="list-style-type: none"> <input type="checkbox"/> Poets use poetic language, such as metaphors and comparisons. <input type="checkbox"/> As poets revise, they ask, “What can I add or take out of my poem to make it sound the way I want?” <p>Phonics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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<p>Unit Objectives</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe characters: what they do, how they feel, and what they think <input type="checkbox"/> Repeatedly study characters to learn more about them <input type="checkbox"/> Describe setting and story elements (i.e., life lessons, problem, solution) <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poets study the work of other poets to improve their own writing. <input type="checkbox"/> Poets use precise and powerful language to convey feelings. <input type="checkbox"/> Poets make deliberate decisions about structure to convey emotional tone.
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Phonics:

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

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)

- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

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

Various Levels of Text:

*Frog and Toad Are Friends** by Arnold Lobel

Yasmin series by Saadia Faruqi

Tumbleweed Stew by Susan Stevens Crummel

Assessments/Evidence of Learning

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)

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

<ul style="list-style-type: none"> ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

UNIT 6 OVERVIEW

Content Area: English Language Arts
Unit Title: Unit 6
Target Course / Grade Level: Integrated English Language Arts / 1st Grade
<p>Summary:</p> <p>Reading: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing</p> <p>Writing: From Scenes to Series: Writing Fiction (Book 4), Shared Writing, Interactive Writing</p> <p>Phonics: Level 1 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p>

Integrated Accommodations and Modification

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

504:

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

Gifted and Talented

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Unit 6 Learning Targets

NJSLS: Content Standards:

Reading:

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Writing:

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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 self-reflection, and add details to strengthen writing and ideas 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.

Phonics:

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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.

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

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

Speaking & Listening:

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

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

feelings clearly.

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

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

Language:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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.).

Computer Science and Design Thinking

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.

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-mindedness, compassion, civility, persistence).

Unit 6 Essential Questions:

Reading:

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

Writing:

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

Phonics:

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

Unit 6 Enduring Understandings:

Reading:

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

Writing:

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

Phonics:

	<input type="checkbox"/> How can I use letter sounds to read and write words? <input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?
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Unit Objectives

Reading

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

Writing:

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

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

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

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

Various Levels of Text:

Frog and Toad Are Friends* by Arnold Lobel

Yasmin series by Saadia Faruqi

Tumbleweed Stew by Susan Stevens Crummel

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • 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 • Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments
<p>Alternative Assessments</p> <ul style="list-style-type: none"> • Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) • My Reading Log and Reflections • Foundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> • DRA • Beginning of the year SGO assessments • Mid-Year SGO assessments • End-of-Year SGO assessments • Pre and post-unit writing prompt

UNIT 7 OVERVIEW

Content Area: English Language Arts

Unit Title: Unit 7

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

Summary:

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

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

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

Integrated Accommodations and Modification

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

504:

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

Gifted and Talented

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

Unit 7 Learning Targets

NJSLS: Content Standards:

Reading:

- RI.1.1. Ask and answer questions about key details in a text.**
- RI.1.2. Identify the main topic and retell key details of a text.**
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.**
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.**
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.**
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.**

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 self-reflection, and add details to strengthen writing and ideas 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.**

Phonics:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.**
- 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.**
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words**
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**

Speaking & Listening:

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

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

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

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

Language:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

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This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

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).

Computer Science and Design Thinking

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

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-mindedness, compassion, civility, persistence).

Unit 7 Essential Questions:

Reading:

- ☐ How can readers draw on everything they know about informational reading to understand how the different parts of the books they read go together?
- ☐ How can readers assume a teaching voice and stance as they read, so that they are able to share their learning with their reading club?
- ☐ How can readers work together in a club to add their own thinking to the information they learn from the books they read?
- ☐ How can readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another?

Writing:

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

Phonics:

- ☐ How can I use letter sounds to read and write words?

Unit 7 Enduring Understandings:

Reading:

- ☐ Nonfiction readers respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text.

Writing:

- ☐ Writers write to teach what they know well.
- ☐ Writers revise to make writing better.
- ☐ Writers elaborate to make writing stronger

Phonics:

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

<input type="checkbox"/> How do letter sounds help me read words I do not know? <input type="checkbox"/> How do letter patterns help me learn to read words I do not know?	
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Unit Objectives

Reading

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

Writing:

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

Phonics:

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

- Segment syllables into sounds (phonemes)–up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events

- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

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

Various Levels of Text:

National Geographic Kids
 Pioneer Valley
 Rigby
 Super Storms by Seymour Simon
 Owls by Mary R. Dunn

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • 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 • Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments
<p>Alternative Assessments</p> <ul style="list-style-type: none"> • Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) • My Reading Log and Reflections • Foundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> • DRA • Beginning of the year SGO assessments • Mid-Year SGO assessments • End-of-Year SGO assessments • Pre and post-unit writing prompt