

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
FIRST GRADE ENGLISH LANGUAGE ARTS CURRICULUM**



**2016 ELA Standards with companion June 2020 NJSLS  
Board Approval: August 2022**

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**New Jersey English Language Arts Standards:**  
[2016 New Jersey Student Learning Standards - ELA](#)

**2016 New Jersey Student Learning Standards for English Language Arts**

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

**The NJSLS-ELA feature the following elements:**

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

**Reading (NJSLA.R):** Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**Writing (NJSLA.W):** Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**Speaking and Listening (NJSLA.SL):** Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**Language (NJSLA.L):** Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**New Jersey Computer Science and Design Thinking Standards**  
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

**New Jersey Career Readiness, Life Literacies, and Key Skills Standards**  
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

**Pacing Guide**

Topic	Unit #	Unit Length
At School	<u><a href="#">1</a></u> <i>*For the first two weeks of school when teaching routines and procedures, two weeks of Smart Start lessons will be utilized</i>	7 weeks
Jobs Around Town	<u><a href="#">2</a></u>	5 weeks
What Time is It?	<u><a href="#">3</a></u>	5 weeks
Animal Features	<u><a href="#">4</a></u>	5 weeks
See It, Sort It	<u><a href="#">5</a></u>	5 weeks
Taking Action	<u><a href="#">6</a></u>	5 weeks

Unit 1	
Unit Title	At School
Reading Genre(s)	Week 1-Realistic Fiction Week 2-Fantasy

	<p>Week 3-Fantasy</p> <p>Week 4-Informational Text</p> <p>Week 5-Informational Text</p>
Writing Tasks	<p>Writing about the Text:</p> <ul style="list-style-type: none"> <li>• Informational text (Wk 1, 2, 4, 5)</li> <li>• Narrative (Wk 2)</li> </ul> <p>Writing Skill:</p> <ul style="list-style-type: none"> <li>• Stretching sounds to write words (Wk 1)</li> <li>• Sentence capitalization (Wk 2)</li> <li>• Using a word bank (Wk 3)</li> <li>• Left-to-Right progression (Wk 4)</li> <li>• Spacing between words (Wk 5)</li> </ul> <p>Writing Trait:</p> <ul style="list-style-type: none"> <li>• Focus on a topic (Wk 1)</li> <li>• Descriptive details (Wk 2, 3)</li> <li>• Supporting details (Wk 4,5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>• Sentence capitalization (Wk 1)</li> <li>• Sentence punctuation (Wk 2)</li> <li>• Capitalization and punctuation w/periods and question marks (Wk 3)</li> <li>• Exclamation marks w/exclamations and interjections (Wk 4)</li> <li>• Capitalization and Punctuation marks w/periods, questions, and exclamation marks (Wk 5)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Sentences (Wk 1)</li> <li>• Word Order (Wk 2)</li> <li>• Statements and Questions (Wk 3)</li> <li>• Exclamations and Interjections (Wk 4)</li> <li>• Writing Sentences (Wk 5)</li> </ul>

Recommended Pacing	7 weeks
Unit Summary	<p>This unit serves as an introduction to what the students will be learning the new procedures and the structure inside their literacy learning block. Students will learn how to sit in a whole group lesson, how to participate in independent reading time, learn the structure of learning centers, as well as how to work in a small group and work independently. Embedded into this unit, students are reviewing key phonics skills learned in kindergarten such as consonant sounds, short vowel sounds, blending and segmenting CVC words, beginning blends, fluency, comprehension, and basic sentence structure. They are also working on comprehension skills, such as understanding what key details are and how to find them in the text, as well as understand and locate story elements in familiar and new stories.</p> <p>This unit, and these stories that we read throughout it, are tightly tied to our first social studies unit that focuses on rules, laws, and community/government roles. Students will explore how to make connections between various texts, to their classroom, as well as the world around them when they are reading their students and exploring new classroom procedures.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	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.NI.2: Describe how the Internet enables individuals to connect with others worldwide
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 2
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Schools Around the World</i> and <i>Friends All Around</i> .

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Reading can teach me about the world around me.</li> <li>• Good writers explain their thoughts and opinions.</li> <li>• I can build connections to the text through other people's experiences</li> </ul>	<ul style="list-style-type: none"> <li>• What do you do at your school?</li> <li>• What is it like where you live?</li> <li>• What makes a pet special?</li> <li>• What do friends do together?</li> <li>• How does your body move?</li> <li>• How can using reading strategies help understand the key details of a story?</li> <li>• How can reading stories help you learn about the world around you?</li> <li>• What can you do when you do not understand something that you read?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<u>Wonders</u> Reading Program Weekly Units - McGraw Hill <ul style="list-style-type: none"> <li>• Leveled Readers</li> <li>• Intervention Letter Cards</li> </ul>	<u>Read Write Think</u> <ul style="list-style-type: none"> <li>• <u>Scholastic</u></li> <li>• <u>"Strictly No Elephants"</u></li> </ul>



WonderWorks- Wonders Intervention Program- McGraw Hill

- Wonders Reading Program Weekly Units - McGraw Hill
- Leveled Readers - Wonders
- Intervention Letter Cards

WonderWorks- Wonders Intervention Program- McGraw Hill

In addition to weekly units in Wonders Program:

Phonics Instruction: Sonday Essentials 1

**Wonders:**

**Start Smart ( 2 weeks long)**

**Start Smart Week 1:**

**“We Are All Readers”**, (Reading/Writing Companion)

- Read rhyme and play Name Game **SL.1.2, RF.1.3B**
- Integrate with Social Studies (friendship, rules, routines)

**“1, 2, Buckle My Shoe”**, (On Shared Promethean Board)

- “Mary Had a Little Lamb” (Teachers’ Edition)
- Read rhyme and discuss rhyming **SL.1.2, RF.1.3B**

**Start Smart Week 2**

**“Jack and the Beanstalk”**, (On Shared Promethean Board)

- Ask and Answer Questions **SL.1.2, RL.1.3**

**“Three Billy Goats Gruff”**, (On Shared Promethean Board)

- Reread and Visualize **RL.1.1, SL.1.2**

**Wonders Unit 1, Week 1**

- This is a supplementary resource of a fiction story that connects with the story “Elephants” in SS Week One

- [BrainPopJr. Video about School](#)

- This is a video to help kids build connections to the Big Book in Wonders: Unit 1, Week 1 story “This School Year Will Be The Best.”

- [BrainPopJr. Video about Community Helpers](#)

- This is a video to help students understand community jobs/responsibilities better when reading in Wonders: Unit 2, Week 1

- [Phonics Videos on Brainpopjr.com](#)

- [Reading Wonders: McGraw Hill](#)

- [Starfall.com](#)

- [Writing Videos](#)

**“This School Year Will Be the Best!”**, Literature Big Book

- Concepts of print **RF.1.1**
- Visualize **SL.1.2**
- Recall Key Details **RL.1.1**
- [Collaborative Discussion](#) **SL.1.6; SL.1.1A**

**“Jack Can”**, RW Workshop

- Decoding (use as a partner read) **RF.1.3B**
- Key details **RL.1.1**

**“Nat and Sam”**, Literature Anthology, pp 6-19

- Visualize **SL.1.2**
- Key details **RL.1.1**

**“Rules at School”**, Literature Anthology, pp 20-25

- Key Details: Text features (photographs) **RI.1.5**

**Leveled Readers:**

- **Approaching Level**
  - “A Fun Day”
- **On Level**
  - “We Like to Share”
- **Beyond Level**
  - “Class Party”

**Wonders Unit 1, Week 2**

**“Alicia’s Happy Day”**, Literature Big Book

- Visualize **SL.1.2**
- Key Details **RL.1.1**

**“Six Kids”**, RW Workshop

- Decoding (use as a partner read) **RF.1.3B**
- Key details **RL.1.1**

**“The City Mouse and the Country Mouse”, Interactive Read Aloud**

- Ask and answer questions about a text **SL.1.1**
- Ask and Answer Questions **RL.1.1**

**“Go, Pip!”, Literature Anthology**

- Visualize **SL.1.2**
- Key details **RL.1.1**

**“A Surprise in the City”, Literature Anthology, pp 42-47**

- Text features (Bold print) **RI.1.5**
- Compare/contrast Informational/Narrative Stories

**Leveled Readers:**

- **Approaching Level**
  - “What Can We See”
- **On Level**
  - “A Trip To The City”
- **Beyond Level**
  - “Harvest Time”

**Wonders: Unit 1, Week 3**

**“Cool Dog, School Dog”, Literature Big Book**

- Concepts of print **RF.1.1**
- Visualize **SL.1.2**

**“A Pig for Cliff,” RW Workshop**

- Character, Setting, Events **RL.1.3**

**“Flip,” Literature Anthology**

- Visualize **SL.1.2**
- Character, Setting, Events **RL.1.3**

**“What Pets Need”, Literature Anthology**

- Text features (Labels) **RI.1.5**
- Make Text-to-Text Connections

**Leveled Readers:**

- **Approaching Level**
  - “Mouse’s Moon Party”
- **On Level**
  - “Pet Show”
- **Beyond Level**
  - “Polly the Circus Star”

**Wonders Unit 1, Week 4:**

**“Friends All Around”, Literature Big Book**

- Concepts of print **RF.1.1**
- Ask and Answer Questions **SL.1.2 RI.1.1**

**“Games Long Ago,” Interactive Read Aloud**

- Ask and Answer Questions **RI.1.1; SL.1.2**
- [Collaborative Discussion](#)

**“Toss! Kick! Hop!,” RW Workshop**

- Key details **RI.1.1**

**“Friends”, Literature Anthology**

- Ask and Answer Questions -Key Details **SL.1.2; RL.1.1**

**Leveled Readers:**

- **Approaching Level**
  - “Friends are Fun”
- **On Level**
  - “Friends are Fun”
- **Beyond Level**
  - “Friends are Fun”

<p><b>Wonders Unit 1, Week 5</b></p> <p><b>“Move!”</b>, <u>Literature Big Book</u></p> <ul style="list-style-type: none"> <li>• Concepts of print <b>RF.1.1</b></li> <li>• Ask and Answer Questions <b>RI.1.1</b></li> </ul> <p><b>“Move and Grin!”</b>, <u>RW Workshop</u></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions -Key Details <b>RI.1.1</b></li> </ul> <p><b>“Move It!”</b>, <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions -Key Details <b>RI.1.1</b></li> </ul> <p><b>Leveled Readers:</b></p> <ul style="list-style-type: none"> <li>• <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ “We Can Move”</li> </ul> </li> <li>• <b>On Level</b> <ul style="list-style-type: none"> <li>○ “We Can Move”</li> </ul> </li> <li>• <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ “We Can Move”</li> </ul> </li> </ul>	
<p><b>District/School Formative Assessments</b></p>	<p><b>District/School Summative Assessments</b></p>
<ul style="list-style-type: none"> <li>• Reading Wonders Weekly</li> <li>• Anecdotal Records</li> <li>• Writing Portfolios (Opinion)</li> <li>• i-Ready Instruction</li> </ul>	<p>i-Ready Diagnostic 1</p>
<p><b>Instructional Best Practices</b></p>	

<ul style="list-style-type: none"> <li>● Identifying Similarities and Difference</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Independent Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Learning Centers</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts, and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p><b>9.1 Personal Financial Literacy - Income And Careers-</b></p> <p><b>9.1.4.A.1</b></p> <p><b>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</b></p> <p><b>RL.1.Ask and answer questions about key details in a text.</b></p> <p><b>RL.1.3</b></p> <p><b>Describe characters, settings, and major event(s) in</b></p>	<p><b>I can...</b></p> <p><b>9.1.4.A.1</b></p> <ol style="list-style-type: none"> <li>1. Explain what a job is.</li> <li>2. Explain what a career is.</li> <li>3. Describe how a job and a career are different.</li> <li>4. Identify various jobs in the community that can earn you money.</li> </ol> <p>Lesson:</p> <p><a href="https://associationdatabase.com/aws/NCDA/pt/sd/news_article/5445/PARENT/layout_details/false">https://associationdatabase.com/aws/NCDA/pt/sd/news_article/5445/PARENT/layout_details/false</a></p> <p><b>RL.1.1</b></p>

**a story, using key details.**

**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 complexity or above.**

## RI.1.10

**With prompting and support, read informational texts at grade level complexity or above.**

### A. Key Details

1. Define what a key detail is in a story.
2. Identify the key details in the story.
3. Recall the key details from the story.

### RL.1.3

### A. Describe using Key Details

1. Identify the story's key details.
2. Describe the characters using the key details from the story.
3. Describe the setting using key details from the story.
4. Explain the major events from the story using key details.

## RL.1.5

### A. Narrative Stories

1. Read narrative stories.
2. Identify traits of a narrative story (characters, setting, problem, solution)

## B. Informational Texts

3. Read informational texts.
4. Identify traits of an informational text (table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams).

## RL.1.6

### A. Narrator

1. Explain what a narrator does in a story.
2. Identify who the narrator is in the story.

**RL.1.7**

### A. Illustrations

1. Explain how the illustrations helps better understand the story.
2. Identify how the illustrations help describe the characters.
3. Identify how the illustrations help describe the setting.
4. Identify how the illustrations help describe the events that happen in the story (plot, problem, and

**RI.1.1**

**Ask and answer questions about key details in a text.**

**RI.1.5**

**Know and use various text features (e.g., headings, tables of contents, glossary, electronic menus, icons) to locate key facts or information**

**RI.1.10**

**With prompting and support, read informational texts at grade level complexity or above.**

solution).

**RL.1.10****Stories****A. Whole Group Reading**

1. Read aloud the stories in a whole group setting.
2. Respond to questions about what they read in a whole group setting.
3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).

**B. Small Group Reading**

4. Read aloud the stories in a small group setting.
5. Answer questions about what they read in a small group setting.
6. Model proper reading habits in a small reading group.
7. Model learned reading strategies when reading a text in a small group setting.

**C. Independent Reading**

8. Read the stories independently.
9. Answer questions about what they read independently.
10. Model proper reading habits in a small reading group.
11. Model learned reading strategies when reading a text in a small group setting.

**RI.1.1****A. Define, Identify and Recall Key Details**

1. Define what a key detail is in a text.
2. Identify the key details in the text.
3. Recall the key details from the text.

**B. Recalling Information**

4. Answer text based and teacher created questions about key details in the text.
6. Answer questions using the key details from the text with support from the teacher.
8. Answer who, what, where, when, why, and how something happens in a text

**RI.1.5****A. Identify Text Features that help locate important information:**

1. Locate and identify the headings of a picture.



	<p>2. Locate and identify the headings of a new section of a text.</p> <p><b>RI.1.10</b></p> <p><b>A. Whole Group Reading</b></p> <ol style="list-style-type: none"> <li>1. Read aloud the text in a whole group setting.</li> <li>2. Respond to questions about what they read in a whole group setting.</li> <li>3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</li> </ol> <p><b>B. Small Group Reading</b></p> <ol style="list-style-type: none"> <li>4. Read aloud the stories in a small group setting.</li> <li>5. Answer questions about what they read in a small group setting.</li> <li>6. Model proper reading habits in a small reading group.</li> <li>7. Model learned reading strategies when reading a text in a small group setting.</li> </ol> <p><b>C. Independent Reading</b></p> <ol style="list-style-type: none"> <li>8. Read the stories independently.</li> <li>9. Answer questions about what they read independently.</li> <li>10. Model proper reading habits in a small reading group.</li> </ol> <p><b>11. Model learned reading strategies when reading a text in a small group setting.</b></p> <p><b>RI.1.1</b></p> <p><b>A. Define, Identify and Recall Key Details</b></p> <ol style="list-style-type: none"> <li>1. Define what a key detail is in a text.</li> <li>2. Identify the key details in the text.</li> <li>3. Recall the key details from the text.</li> </ol> <p><b>B. Recalling Information</b></p> <ol style="list-style-type: none"> <li>4. Answer text based and teacher created questions about key details in the text.</li> <li>6. Answer questions using the key details from the text with support from the teacher.</li> <li>8. Answer who, what, where, when, why, and how something happens in a text</li> </ol> <p><b>RI.1.5</b></p> <p><b>A. Identify Text Features that help locate important information:</b></p>
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<p><b>RF.1.1.A</b>  <b>Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</b></p> <p><b>RF.1.2.B</b>  <b>Orally produce single-syllable words by blending sounds (phonemes) including consonant blends</b></p> <p><b>RF.1.3.A</b>  <b>Know the spelling-sound correspondences for common consonant digraphs</b></p> <p><b>RF.1.4.A</b>  <b>Read grade-level text with purpose and understanding</b></p> <p><b>W.1.1</b><b>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</b></p>	<ol style="list-style-type: none"> <li>1. Locate and identify the headings of a picture.</li> <li>2. Locate and identify the headings of a new section of a text.</li> </ol> <p><b>RF.1.1A</b>  <b>A. Recognize Sentence Features</b></p> <ol style="list-style-type: none"> <li>1. Recognize first word</li> <li>2. Recognize capitalization</li> <li>3. Recognize ending punctuation</li> </ol> <p><b>RF.1.2B</b>  <b>A. Produce Letters-Sounds to Form Words</b></p> <ol style="list-style-type: none"> <li>1. Produce the sound for each letter</li> <li>2. Blend each sound together to make a word</li> <li>3. Segment a word by sound</li> <li>4. Identify the beginning, middle, and ending sounds of a word</li> </ol> <p><b>RF.1.3A</b>  <b>A. Decode Digraphs</b></p> <ol style="list-style-type: none"> <li>1. Identify digraphs in orally produced words</li> <li>2. Produce the letters that make the sound in words with digraphs</li> <li>3. Produce the letter sounds to make a one-syllable word</li> </ol> <p><b>RF.1.4A</b>  <b>A. Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Understand grade-level text when reading</li> <li>2. Reread text to better understand what was read, when necessary</li> </ol> <p><b>B. Fluency</b></p> <ol style="list-style-type: none"> <li>3. Read grade level text aloud, making minimal errors</li> </ol> <p><b>W.1.1</b>  <b>A. Understanding Opinion</b></p> <ol style="list-style-type: none"> <li>1. Explain the difference between fact and opinion</li> </ol>
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**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**

**SL.1.1A**

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

**SL.1.2**

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

**B. Construct an Opinion Writing piece**

2. Introduce the topic
3. Express an opinion on the topic
4. Include a reason to support the opinion
5. Include a closing statement or section

**W.1.5·**

1. Explain what was written when questions are asked by adults and peers
2. Reflect on writing and make changes
3. Add descriptive words and details
4. Attempt to recognize and correct spelling, grammar and punctuation errors
5. Editing lessons should reflect Language Standards 1, 2, and 3.
  - Print all upper- and lowercase letters
  - Use common nouns
  - Use possessive nouns
  - Use proper nouns
  - Capitalize Dates
  - Capitalization for names and beginning word in a sentence
  - Ending Punctuation
  - Complete sentence structure

**SL.1.1.A****A. Conversation Norms**

1. Participate in rich structured conversations about grade appropriate topics and texts
2. Develop skills in active listening in group discussions (taking turns, listening to the speaker, responding to the speaker)
3. Follow agreed upon rules for listening to others
4. Taking turns speaking about topics and texts

**SL.1.2****A. Ask and Answer Questions**

1. Ask questions about the text
2. Answer questions about the text

**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**

3. Use other media to better understand the text
4. Practice asking questions for clarification of key details
5. Actively listen to information to answer questions

**SL.1.3****A. Ask and Answer Questions**

1. Use strategies for asking questions that are on a topic
2. Use strategies for understanding and answering questions ask of them

**SL.1.4****A. Detailed Descriptions**

1. Describe familiar people
2. Tell about familiar places
3. Describe memorable events
4. Explain familiar events
5. Report facts about experiences
6. Report details about their feelings about experiences

**SL.1.5****A. Creating Illustrations**






1. Add visuals in order to present detailed information to others
2. Construct drawings when describing
3. Add visual media when describing
4. Use appropriate visual displays when presenting information that express ideas

**SL.1.6****A. Using Complete Sentences**

1. Express thoughts in complete sentences
2. Express feelings in complete sentences
3. Present ideas in complete sentences
4. Speak audibly to naturally express ideas

<b>Writing Tasks</b>	
<p style="text-align: center;"><b><u>Primary Focus</u></b></p> <p>Portfolio Pieces:</p> <ul style="list-style-type: none"> <li>• Writing Task: Opinion Sentence or Drawing</li> <li>• Writing Prompts/Sentence Starters</li> </ul>	<p style="text-align: center;"><b><u>Secondary Focus (Grammar and Vocabulary)</u></b></p> <ul style="list-style-type: none"> <li>• Print all upper- and lowercase letters</li> <li>• Use common nouns</li> <li>• Use possessive nouns</li> <li>• Use proper nouns</li> <li>• Capitalize dates</li> <li>• Capitalization for names and beginning word</li> </ul> <p style="text-align: center;"><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>• Quick Write</li> <li>• Exit Ticket / DOL</li> <li>• Do Now</li> </ul>
<b>Content Vocabulary</b>	
Weekly unit vocabulary - <u>Wonders</u> Readers' Workshop by McGraw-Hill	
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>• Whole group discussion <ul style="list-style-type: none"> <li>• Pair-Share</li> </ul> </li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion <ul style="list-style-type: none"> <li>• Questioning techniques</li> </ul> </li> <li>• Active Listening Strategies <ul style="list-style-type: none"> <li>• Oral Presentations</li> <li>• Oral Reading</li> </ul> </li> <li>• Oral response to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings</li> <li>• Reader's Theater <ul style="list-style-type: none"> <li>• Oral Report</li> </ul> </li> <li>• Reading and Writing Projects <ul style="list-style-type: none"> <li>• Literature Circle</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Book talk</li> </ul>	
Performance Task Options/Interdisciplinary Connections	Professional Resources
Social Studies: Students will discuss the need for rules in the classroom and how that translates to laws and community/government roles. <a href="https://www.readwritethink.org/classroom-resources/lesson-plans/creating-class-rules-beginning">https://www.readwritethink.org/classroom-resources/lesson-plans/creating-class-rules-beginning</a>	<a href="http://www.GetEpic.com">www.GetEpic.com</a> <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> <a href="http://www.Iready.com">www.Iready.com</a> <a href="http://www.seesaw.com">www.seesaw.com</a>
Academic Vocabulary	
RL.1.1. Key details, Retell, Understand RL.1.3, RI.1.3 Characters, Settings, Recall, Discuss, Identify, Describe, Retell RL.1.5, RI.1.5 Identify, Narrative, Informational, Compare, Contrast, Explain, Text Features, Heading, Table of Contents, Bold, RL.1.7, RI.1.7 Interpret, Characters, Illustrations, Identify, Explain, Understand Story Elements RF.1.2B Consonant blends RF.1.3A Consonant digraphs W.1.1 Opinion W.1.5 Explain, Reflect, Descriptive Words, Spelling, Grammar, Temporal words	SL.1.1 Demonstrate, Conversation, Listening, Group Discussion, Responding, Participate SL.1.2 Ask and Answer Questions, Understanding, Clarification SL.1.3 Use, Asking Questions, Answering Questions, On Topic, Understanding, SL.1.4 Describe, Tell, Experiences SL.1.5 Add, Visuals, Detailed, Construct, Present, Describing, Express SL.1.6 Express Thoughts, Feelings, Speak, Audibly L.1.1 Form, Uppercase, Lowercase, Sizing, Spacing, Common Nouns Proper Nouns, Possessive Nouns L.1.2 Recognize, Capitalize, Identify, Punctuation L.1.5 Group L.1.6 Use, Demonstrate, Conjunctions, Listen, Share, Responding
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
(Tier III) Resources: ■ Differentiated Texts Unit 1-3.pdf ■ Differentiated Texts Unit 4-6.pdf	(Tier II) Resources: ■ Tier II Interventions for Comprehension.pdf ■ Tier II Interventions for Fluency.pdf

<p>  <b>Progress Monitoring Foundational Skills.pdf</b>   <b>Unit 1 Decodable Readers.pdf</b> </p> <p>Modify activities/assignments/projects</p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>● Pre-teach new vocabulary</li> <li>● Modify Content</li> <li>● Modify Amount of work given</li> <li>● Modify Assessment</li> <li>● Modify Homework</li> <li>● Re-teach skill if needed</li> <li>● Allow student to make test corrections or re-take assessment</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul>	<p>  <b>Tier II Interventions for Phonics.pdf</b>   <b>Tier II Interventions for Phonological Awareness.pdf</b>   <b>Tier II Interventions for Vocabulary.pdf</b> </p> <ul style="list-style-type: none"> <li>● Review student individual I&amp;RS plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<b>(Tier II) Resources:</b>	<b>(ELL/Newcomer) Resources:</b>

<ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fluency.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>	<ul style="list-style-type: none"> <li>■ Newcomers Language Transfer Handbook English.pdf</li> <li>■ Oral Language Sentence Frames.pdf</li> <li>■ Newcomer Cards.pdf</li> <li>■ Newcomer Teacher's Guide.pdf</li> <li>■ Newcomer Start Smart Visuals.pdf</li> <li>■ Newcomer Unit 1 Visuals.pdf</li> </ul> <p><b>**For additional bilingual resources, please see McGrawHill website in Resource Library**</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>
<p style="text-align: center;"><b>Extensions for Gifted Students</b></p>	<p style="text-align: center;"><b>Required/Suggested Activities</b></p>
<p style="text-align: center;"><b>(Copy From Previous Curriculum) Resources:</b></p> <p>Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Do Now/Warm-Up</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> </ul>



<ul style="list-style-type: none"> <li>Higher-Level Text</li> </ul>	<ul style="list-style-type: none"> <li>Centers</li> <li>Guided Reading utilizing Before, During, and After activities Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>Projects</li> <li>Academic Games</li> <li>Daily 5</li> </ul>
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Unit # 2	
Unit Title	Jobs Around Town
Reading Genre(s)	Week 1-Realistic Fiction Week 2-Fantasy Week 3-Informational Text Week 4-Fantasy Week 5-Informational Text
Writing Tasks	Writing about the Text: <ul style="list-style-type: none"> <li>Opinion (Wk 1)</li> <li>Informational text (Wk 2, 3, 5)</li> <li>Narrative (Wk 4)</li> </ul> Writing Skill: <ul style="list-style-type: none"> <li>Write on the Lines (Wk 1)</li> <li>Return Sweep (Wk 2)</li> <li>Sentence Capitalization (Wk 3)</li> <li>End Punctuation (Wk 4)</li> <li>Capitalize Proper Nouns (Wk 5)</li> </ul>

	<p>Writing Trait:</p> <ul style="list-style-type: none"> <li>● Focus on an idea (Wk 1)</li> <li>● Descriptive Details (Wk 2)</li> <li>● Focus on a topic (Wk 3)</li> <li>● Organization: Beginning, Middle, End (Wk 4)</li> <li>● Supporting details (Wk 5)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>● Expert and Student Models; Plan, Draft (Wk 4)</li> <li>● Revise; Edit and Proofread; Publish, Present, and Evaluate (Wk 5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>● Commas in a Series (Wk 1)</li> <li>● Apostrophes with Contractions (Wk 2)</li> <li>● Apostrophes with Possessive Nouns:singular/plural possessives (Wk 3)</li> <li>● Capitalize Proper Nouns (Wk 4)</li> <li>● Capitalization and Periods in Sentences (Wk 5)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Nouns (Wk 1)</li> <li>● Singular/Plural Nouns (Wk 2)</li> <li>● Singular/Plural Possessive Nouns (Wk 3)</li> <li>● Common and Plural Nouns (Wk 4)</li> <li>● Irregular Plural Nouns (Wk 5)</li> </ul>
Recommended Pacing	5 weeks
Unit Summary	<p>This unit is utilized to teach the students that great stories have characters that face problems, overcome them, and then develop solutions. Students will also read stories about real life jobs, places, and people. They will learn about different places and people, and then write informative essays and sentences about places and people in their communities.</p> <p>They will continue to learn strategies to revise their writing, as well as participate in small group, independent, and paired reading and writing activities. In this unit, students will learn</p>

	<p>how to sequence their informative writings by adding temporal words. They will also learn how to extend their writing by adding details about their topics.</p> <p>This unit is designed to allow children to explore the topic of community jobs, different types of buildings found in a community, ways to help and support a community, using maps to locate places in a community, and planting fruits and vegetables in a community through reading texts from a variety of genres realistic fiction, fantasy, play, folk tale, and nonfiction informational text.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</p>
Diversity, Equity, and Inclusion	<p>Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Nell's Books</i> and <i>Kids Can Help</i>.</p>
Amistad	<p>Addressed in Unit 2 in the text, <i>The Story of Martin Luther King, Jr.</i></p>
Holocaust	<p>Addressed in Unit 2 in the text, <a href="#">The Sneetches</a> (pgs. 19-20)</p>

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Reading about different communities can teach me about my own community.</li> <li>• Writers can revise their writing and use details to draw the reader's interest.</li> <li>• Knowledge of spelling patterns and phonics skills can be applied to both writing and reading.</li> <li>• Readers can use learned reading strategies to decode words and understand complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>• What can you learn about your community from the books you read?</li> <li>• What jobs need to be done in a community?</li> <li>• What buildings do you know? What are they made of?</li> <li>• Where do animals live together?</li> <li>• How do people help out in the community?</li> <li>• How can you find your way around?</li> <li>• What can a reader do when he/she has trouble figuring out a word when reading?</li> <li>• What can a reader do when he/she has trouble figuring out the meaning of a word in a story?</li> <li>• How can I make my writing more interesting?</li> <li>• How can I use my letter sounds to help me decode words?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers - <u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p>In addition to weekly units in <u>Wonders</u> Program:</p> <p><u>Phonics Instruction</u>: Sondag Essentials 1</p> <p><b><u>Wonders:</u></b>  <b>Wonders Unit 2, Week 1</b>  <b>“Millie Waits for the Mail”, <u>Literature Big Book</u></b></p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Read Write Think</u></a></li> <li>• <a href="#"><u>Scholastic</u></a></li> <li>• <a href="#"><u>Reading Wonders: McGraw Hill</u></a></li> <li>• <a href="#"><u>Phonics Videos on Brainpopjr.com</u></a></li> <li>• <a href="#"><u>Starfall.com</u></a></li> <li>• <a href="#"><u>Writing Videos</u></a></li> </ul>

<ul style="list-style-type: none"> <li>● Concepts of Print <b>RF.1.1</b></li> <li>● Make and Confirm Predictions <b>RL.1.7</b></li> <li>● Required Financial Literacy Standard <b>9.1.4.A.1.</b></li> </ul> <p><b>“Good Job, Ben!”</b>, <u>RW Workshop</u>,</p> <ul style="list-style-type: none"> <li>● Character, Setting, Events <b>RL.1.3</b></li> </ul> <p><b>“The Red Hat”</b>, <u>Literature Anthology</u>,</p> <ul style="list-style-type: none"> <li>● Make and Confirm Predictions <b>RL.1.7</b></li> <li>● Character, Setting, Event <b>RL.1.3</b></li> </ul> <p><b>“Firefighters At Work,”</b> <u>Literature Anthology</u>,</p> <ul style="list-style-type: none"> <li>● Text Features (Labels) <b>RI.1.5</b></li> <li>● Make Connections <b>RI.1.3</b></li> </ul> <p><b>Leveled Readers:</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ “Pick Up Day”</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ “Ben Brings the Mail”</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ “At Work With Mom”</li> </ul> </li> </ul> <p><b>Wonders Unit 2, Week 2</b></p> <p><b>“Three Little Dassies,”</b> <u>Literature Big Book</u></p> <ul style="list-style-type: none"> <li>● Retelling a story <b>RL.1.2</b></li> <li>● Identify who is telling a story <b>RL.1.6</b></li> </ul> <p><b>“Cubs in a Hut,”</b> <u>RW Workshop</u></p> <ul style="list-style-type: none"> <li>● Character, Setting, Plot <b>RL.1.3</b></li> </ul> <p><b>“The Pigs The Wolf and the Mud,”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>● Word Recognition - Context Clues <b>RF.4.4C</b></li> </ul> <p><b>“Homes Around the World,”</b> <u>Literature Anthology</u></p>	
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<ul style="list-style-type: none"> <li>● Text Features <b>RI.1.5</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ What a Nest!</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Staying Afloat</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ City Armadillo, Country Armadillo</li> </ul> </li> </ul> <p><b>Wonders Unit 2, Week 3:</b></p> <p><b>“The Best Spot”</b> <u>RW workshop.</u></p> <ul style="list-style-type: none"> <li>● Main Topic and Key Details <b>RI.1.2</b></li> </ul> <p><b>“Animals in the Desert”,</b> <u>Interactive Read Aloud</u></p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Key Details Discussion <b>SL.1.2</b></li> </ul> <p><b>“At a Pond”,</b> <u>Literature Anthology.</u></p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Main Topic and Key Details <b>RI.1.2</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ Meerkat Family</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Meerkat Family</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Meerkat Family</li> </ul> </li> </ul> <p><b>WondersUnit 2, Week 4</b></p> <p><b>“The Story of Martin Luther King, Jr.”</b> <u>Literature Big Book</u></p> <ul style="list-style-type: none"> <li>● Concepts of Print <b>RF.1.1</b></li> </ul>	
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<ul style="list-style-type: none"> <li>● <a href="#">Collaborative Discussion</a></li> </ul> <p>“Luis’s Library,” <a href="#">Interactive Read Aloud</a> ●</p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Key Details Discussion <b>RI.1.2</b></li> </ul> <p>“Nell’s Books,” <a href="#">Literature Anthology</a>,</p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Character, Setting, Events <b>RL.1.3</b></li> </ul> <p>“Kids Can Help,” <a href="#">Literature Anthology</a>,</p> <ul style="list-style-type: none"> <li>● Text Features <b>RI.1.5</b></li> <li>● Performance Task Prompt and Resources</li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ “The Sick Tree”</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ “Squirrels Help”</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ “Wow, Kitty!”</li> </ul> </li> </ul> <p><b>Wonders Unit 2, Week 5</b></p> <p>“Me on the Map,” <a href="#">Literature Big Book</a></p> <ul style="list-style-type: none"> <li>● Concepts of Print <b>RF.1.1</b></li> <li>● Reread <b>RF.1.4B</b></li> </ul> <p>“Map It,” <a href="#">Interactive Read Aloud</a></p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Main Topic and Key Details <b>RI.1.2</b></li> </ul> <p>“Which Way on the Map?,” <a href="#">RW Workshop</a>,</p> <ul style="list-style-type: none"> <li>● Main Topic and Key Details <b>RI.1.2</b></li> </ul> <p>“Fun with Maps,” <a href="#">Literature Anthology</a>,</p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> </ul>	
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<ul style="list-style-type: none"> <li>● Main Topic and Key Details RI.1.2</li> </ul> <b>Leveled Readers</b> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ “How Maps Help”</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ “How Maps Help”</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ “How Maps Help”</li> </ul> </li> </ul>	
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Reading Wonders Weekly</li> <li>● Anecdotal Records</li> <li>● Writing Portfolios</li> <li>● i-Ready Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready Diagnostic</li> <li>● Unit Assessments</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Difference</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Independent Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Learning Centers</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts, and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, Student Work display with rubric score, teacher feedback, student</li> </ul>





<p><b>RL.1.3</b> Describe characters, settings, and major event(s) in a story, using key details.</p> <p><b>RL.1.10</b> With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>7. Ask who, what, where, when, why, and how something happens in a story. 8. Answer who, what, where, when, why, and how something happens in a story.</p> <p><b>RL.1.3</b> <b>A. Describe using Key Details</b> 1. Identify the story's key details. 2. Describe the characters using the key details from the story. 3. Describe the setting using key details from the story. 4. Explain the major events from the story using key details.</p> <p><b>RL.1.10</b> <b><u>Stories</u></b></p> <p><b>A. Whole Group Reading</b> 1. Read aloud the stories in a whole group setting. 2. Respond to questions about what they read in a whole group setting. 3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b> 4. Read aloud the stories in a small group setting. 5. Answer questions about what they read in a small group setting. 6. Model proper reading habits in a small reading group.</p>
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<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b></p>	<p>7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b> 8. Read the stories independently. 9. Answer questions about what they read independently. 10. Model proper reading habits in a small reading group. 11. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>RI.1.1</b></p> <p><b>B. Recalling Information</b> 4. Answer text based and teacher created questions about key details in the text. 5. Ask questions about key details in the text, with support from the teacher. 6. Answer questions using the key details from the text with support from the teacher. 7. Ask who, what, where, when, why, and how something happens in a text. 8. Answer who, what, where, when, why, and how something happens in a text</p> <p><b>RI.1.3</b></p> <p><b>A. Identifying Important Elements</b> 1. Identify the key people in a text. 2. Identify the key events in a text.</p> <p><b>B. Describe the Connections between the important elements:</b></p>
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<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use illustrations and details in a text to describe its key details.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts at grade level complexity or above.</p>	<p>5. Explain how two people are linked in the story. 6. Explain how two events are linked in a story.</p> <p><b>RI.1.4</b> <b>A. Identify Unknown Vocabulary</b> 1. Identify words in a text where the meaning is unclear. 2. Identify words in a text where the meaning is unknown.</p> <p><b>B. Understanding Unknown Vocabulary</b> 3. Ask questions using text content to help understand what words and phrases mean in the text. 4. Answer questions using text content to help understand what words and phrases mean in the text</p> <p><b>RI.1.6</b> <b>A. Explain what the illustrations and text show and say</b> 1. Identify and tell what the pictures show in the text. 2. Identify and tell what the text says. 3. Compare the difference between what the pictures show and the text says.</p> <p><b>RI.1.7</b> <b>A. Identify and Analyze Text Illustrations</b> 1. Identify an illustration that helps describe the key details. 2. Explain how illustrations describe important key details.</p> <p><b>RI.1.10</b> <b>A. Whole Group Reading</b> 1. Read aloud the text in a whole group setting.</p>
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<p><b>RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p> <p><b>RF.1.2A</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2. Respond to questions about what they read in a whole group setting. 3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b> 4. Read aloud the text in a small group setting. 5. Answer questions about what they read in a small group setting. 6. Model proper reading habits in a small reading group. 7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b> 8. Read the text independently. 9. Answer questions about what they read independently. 10. Model proper reading habits in a small reading group. 11. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>RF.1.1.A</b></p> <p><b>A. Recognize Sentence Features</b> 1. Recognize First word 2. Recognize capitalization 3. Recognize ending punctuation</p> <p><b>RF.1.2A; RF.1.2B; RF.1C</b></p>
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Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

### **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.

2. Read grade-level text aloud, making minimal errors
3. Use an appropriate rate when reading aloud
4. Use appropriate expression and inflection when reading text aloud
5. Reread text to better understand what was read, when necessary.

### **W.1.2**

#### **A. Informational Writing**

1. Discern facts from opinion
2. Introduce a topic that is well known
3. Include some facts about a topic
4. Write a closing statement

### **W.1.5**

#### **A. Detailed Writing**

1. Explain what was written when questions are asked by adults and peers
2. Reflect on writing and make changes.
3. Add descriptive words and details
4. Attempt to recognize and correct spelling, grammar and punctuation errors
5. Editing lesson should reflect Language Standards 1, 2, and 3.
  - Print all upper- and lowercase letters
  - Use common nouns
  - Use proper nouns
  - Use possessive nouns





<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas, and feelings clearly</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions with appropriate to clarify ideas, thoughts, and feelings</p> <p><b>SL.1.6</b></p>	<p>2. Answer questions about the text 3. Use other media to better understand the text 4. Practice asking questions for clarification of key details 5. Actively listen to information to answer questions</p> <p><b>SL.1.3</b> 1. Use strategies for asking questions that are on a topic 2. Use strategies for understanding and answering questions ask of them</p> <p><b>SL.1.4</b> 1. Describe familiar people 2. Tell about familiar places 3. Describe memorable events 4. Explain familiar events 5. Report facts about experiences 6. Report details about their feelings about experiences</p> <p><b>SL.1.5</b> 1. Add visuals in order to present detailed information to others 2. Construct drawings when describing 3. Add visual media when describing 4. Use appropriate visual displays when presenting information that express ideas</p> <p><b>SL.1.6</b></p>
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<p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations)</p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.1A.</b> Print all upper- and lowercase letters.</p> <p><b>L.1.1B.</b> Use common, proper, and possessive nouns.</p> <p><b>L.1.1C.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>L.1.1D.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>L.1.1E.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<ol style="list-style-type: none"> <li>1. Express thoughts in complete sentences</li> <li>2. Express feelings in complete sentences</li> <li>3. Present ideas in complete sentences</li> <li>4. Speak audibly to naturally express ideas</li> </ol> <p><b>L.1.1A.; L.1.1B.; L.1.1C.; L.1.1D.; L.1.1E.</b></p> <ol style="list-style-type: none"> <li>1. Formation of upper and lowercase letters</li> <li>2. Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading)</li> <li>3. Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking</li> <li>4. Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</li> <li>5. Identify different tenses of verbs in reading</li> <li>6. Explain how verbs can express past, present, and future</li> <li>7. Use verb tense to express past, present, and future in writing</li> </ol>
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<p><b>L.1.2</b>  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.2A.</b>  Capitalize dates and names of people.</p> <p><b>L.1.2B.</b>  Use end punctuation for sentences.</p> <p><b>L.1.2C.</b>  Use commas in dates and to separate single words in a series.</p> <p><b>L.1.2D.</b>  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.5</b></p>	<p><b>L.1.2A.; L.1.2B.; L.1.2C.; L.1.2D.</b></p> <ol style="list-style-type: none"> <li>1. Recognize the names of people, days of the week, and months of the year</li> <li>2. Capitalize the appropriate words in the date and the names of people</li> <li>3. Identify different types of end punctuation</li> <li>4. Apply appropriate end punctuation to writing</li> <li>5. Recognize the comma</li> <li>6. Explain the purpose and function of a comma</li> <li>7. Apply rules for using commas in writing to dates and to single word series</li> <li>8. Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>9. Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> <li>10. Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)</li> </ol> <p><b>L.1.5A.; L.1.5B.</b></p> <ol style="list-style-type: none"> <li>1. Group words into categories that logically fit together</li> <li>2. Explain why the words belong in a group</li> </ol>
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<p>With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5A.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>L.1.5B.</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>L.1.6</b> 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).</p>	<p>3. Identify attributes of words put into categories</p> <p>4. Use the attribute to extend the definition of categorized words</p> <p><b>L.1.6</b></p> <ol style="list-style-type: none"> <li>1. Use vocabulary accurately in speaking and writing</li> <li>2. Demonstrate using conjunctions in speaking and writing</li> <li>3. Listen, share and read a variety of texts</li> <li>4. Use new words and phrases when writing, reading and responding to texts</li> </ol>
<p><b>Writing Tasks</b></p>	
	<p>Writing about the Text:</p> <ul style="list-style-type: none"> <li>• Narrative (Wk 1,2,3)</li> <li>• Opinion (Wk 4,5)</li> </ul> <p>Writing Skill:</p> <ul style="list-style-type: none"> <li>• Return Sweep (Wk 1)</li> <li>• Capitalize “I” (Wk 2)</li> </ul>

	<ul style="list-style-type: none"> <li>• Word endings “-ed” “-ing”(Wk 3)</li> <li>• Using a Word Bank (Wk 4)</li> <li>• Stretch Sounds to Write Words (Wk 5)</li> </ul> <p>Writing Trait:</p> <ul style="list-style-type: none"> <li>• Word Choice:Strong Verbs (Wk 1)</li> <li>• Word Choice: Sensory Details (Wk 2)</li> <li>• Word Choice: Specific Words (Wk 3)</li> <li>• Ideas: Focus on an Idea (Wk 4)</li> <li>• Ideas: Give Reasons for an Opinion (Week 5)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>• Expert and Student Models; Plan; Draft (Wk 4)</li> <li>• Revise; Edit and Proofread; Publish, Present, and Evaluate (Wk 5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>• Commas in Series (Wk 1)</li> <li>• Capitalize and Underline Titles of Plays (Wk 2)</li> <li>• Commas in Series (Wk 3)</li> <li>• Commas in Dates (Wk 4)</li> <li>• Apostrophes in Contractions (Wk 5)</li> </ul>
<b>Content Vocabulary</b>	
Weekly unit vocabulary - <u>Wonders</u> Readers’ Workshop by McGraw-Hill	
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Pair-Share</li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings</li> <li>• Reader’s Theater</li> <li>• Oral Report</li> <li>• Reading and Writing Projects</li> <li>• Literature Circle</li> </ul>

<ul style="list-style-type: none"> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p><b><u>Social Studies:</u></b> Students will create an informational piece about community workers. This task requires students to read an informational text, complete a graphic organizer to include main idea and details, and to write an informational piece, based on evidence from the text, including introducing the topic and providing some sense of closure.</p> <p><a href="https://teachers.net/lessons/posts/4592.html">https://teachers.net/lessons/posts/4592.html</a></p>	<p><a href="http://www.GetEpic.com">www.GetEpic.com</a></p> <p><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></p> <p><a href="http://www.Iready.com">www.Iready.com</a></p> <p><a href="http://www.seesaw.com">www.seesaw.com</a></p>
<b>Academic Vocabulary</b>	
<p>9.1.4.A.2 Potential, Income</p> <p>RL.1.1 (also RI.1.1) Recall, Answer Key Details, Text, Recall, Questioning, Create</p> <p>RL.1.3 Character, Setting, Major Events, Identify, Recall, Describe</p> <p>RL.1.10 (also RI.1.10) Comprehend, Respond, Reading Habits, Reading Strategies, Recite, Make Predictions, Make Connections</p> <p>RI.1.4 Clarify, Phrases, Identify, Content, Prove</p> <p>RI.1.6 Distinguish, Illustrations, Information,</p> <p>RI.1.7 Interpret, Story Elements</p> <p>RF.1.1A Understand, Organized, Punctuation, Capitalization</p> <p>RF.1.2 Vowels, Syllables, Pronounce,</p>	<p>SL.1.1 Participate, Demonstrate, Conversation, Develop, Listening, Group Discussion,</p> <p>SL.1.2 Understanding, Clarification, Listen</p> <p>SL.1.3 Use, Asking Questions, On Topic, Answering Questions</p> <p>SL.1.4 Describe, Tell, Report, Experiences</p> <p>SL.1.5 Add, Visuals, Present, Detailed, Construct, Gather, Describing, Express Ideas</p> <p>SL.1.6 Express Thoughts, Express Feelings, Speak, Audibly</p> <p>L.1.1 Form, Uppercase, Lowercase, Sizing, Spacing, Common Nouns, Proper Nouns, Possessive Nouns, Provide Examples, Demonstrate, Singular, Plural, Personal, Indefinite, Verbs</p>

<p>RF.1.3 Digraphs, Decode, Strategies, Irregular, Vowel Patterns, Spelling</p> <p>RF.1.4 Read, Know, Self-Monitoring</p>	<p>L.1.2 Recognize, Capitalize, Identify, Punctuation, Recognize, Comma, Purpose, Function, Series, Apply, Knowledge, Phonemic</p> <p>L.1.5 Word Relationships, Nuances, Categorize, Word Attributes</p> <p>L.1.6 Vocabulary , Conjunctions</p>
<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<p><b>(Tier III) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Differentiated Texts Unit 1-3.pdf</li> <li>■ Differentiated Texts Unit 4-6.pdf</li> <li>■ Progress Monitoring Foundational Skills.pdf</li> <li>■ Unit 2 Decodable Readers.pdf</li> </ul> <p>Modify activities/assignments/projects</p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>● Pre-teach new vocabulary</li> <li>● Modify Content</li> <li>● Modify Amount of work given</li> <li>● Modify Assessment</li> <li>● Modify Homework</li> <li>● Re-teach skill if needed</li> <li>● Allow student to make test corrections or re-take assessment</li> </ul>	<p><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fleuncy.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual I&amp;RS plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>

<ul style="list-style-type: none"> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul>	
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<p><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fleuncy.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>	<p><b>(ELL/Newcomer) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Newcomers Language Transfer Handbook English.pdf</li> <li>■ Oral Language Sentence Frames.pdf</li> <li>■ Newcomer Cards.pdf</li> <li>■ Newcomer Teacher's Guide.pdf</li> <li>■ Newcomer Start Smart Visuals.pdf</li> <li>■ Newcomer Unit 2 Visuals.pdf</li> </ul> <p><b>**For additional bilingual resources, please see McGrawHill website in Resource Library**</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>



Extensions for Gifted Students	Required/Suggested Activities
<p><b>(Copy From Previous Curriculum) Resources:</b>            Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Do Now/Warm-Up</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Centers</li> <li>● Guided Reading utilizing Before, During, and After activities</li> <li>● Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Academic Games</li> <li>● Daily 5</li> </ul>

Unit # 3	
Unit Title	What Time is It?
Reading Genre(s)	Fantasy, Realistic Fiction, Nonfiction, Folktale
Writing Tasks	<p>Writing about the Text:</p> <ul style="list-style-type: none"> <li>● Narrative (Wk 1,2,3)</li> <li>● Opinion (Wk 4,5)</li> </ul> <p>Writing Skill:</p> <ul style="list-style-type: none"> <li>● Return Sweep (Wk 1)</li> <li>● Capitalize “I” (Wk 2)</li> </ul>

	<ul style="list-style-type: none"> <li>• Word endings “-ed” “-ing”(Wk 3)</li> <li>• Using a Word Bank (Wk 4)</li> <li>• Stretch Sounds to Write Words (Wk 5)</li> </ul> <p>Writing Trait:</p> <ul style="list-style-type: none"> <li>• Word Choice:Strong Verbs (Wk 1)</li> <li>• Word Choice: Sensory Details (Wk 2)</li> <li>• Word Choice: Specific Words (Wk 3)</li> <li>• Ideas: Focus on an Idea (Wk 4)</li> <li>• Ideas: Give Reasons for an Opinion (Week 5)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>• Expert and Student Models; Plan; Draft (Wk 4)</li> <li>• Revise; Edit and Proofread; Publish, Present, and Evaluate (Wk 5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>• Commas in Series (Wk 1)</li> <li>• Capitalize and Underline Titles of Plays (Wk 2)</li> <li>• Commas in Series (Wk 3)</li> <li>• Commas in Dates (Wk 4)</li> <li>• Apostrophes in Contractions (Wk 5)</li> </ul>
Recommended Pacing	5 weeks
Unit Summary	<p>In this unit, students will focus on reading fiction and nonfiction stories to find the main idea and key details in text. Students will further develop their ability to retell the important facts about text in both fiction and nonfiction texts, as well as summarize the story. They will compare and contrast characters in text as well as identify the similarities and differences between two informational texts on the same topic. Students will use problem solving strategies to figure out words they are not sure of. Students will visualize and create pictures in their mind to help them understand information in a text.</p> <p>Children will also read about how animals and people work together to help each other. Students will further understand the sounds and symbols that make up language. Students will</p>

	also begin to learn about how to write exploratory texts while incorporating key details that help describe how to do something that they are familiar with. Student's prior knowledge of factual information, main idea, and key details from this unit and previous units, will allow the students to really explore how to factually describe how to do something that they enjoy doing.
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <ul style="list-style-type: none"> <li>• 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</li> </ul>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>The Magic Paintbrush</i> and <i>How Coqui Got Her Voice</i> .
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 2

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Reading can teach about animals, nature, and people throughout the stories</li> </ul>	<ul style="list-style-type: none"> <li>● How do we measure time?</li> <li>● How do plants change as they grow?</li> <li>● What is a folktale?</li> </ul>

<ul style="list-style-type: none"> <li>● Understanding key detail, main idea, and the author’s purpose of the text can help build understanding of the texts.</li> <li>● Writing can be used to teach others how to do something new.</li> <li>● How can this story teach about animals, nature, and people?</li> <li>● What can be gained from understanding the author’s purpose for writing?</li> <li>● What can be gained from comprehending the main idea and key details of a text</li> <li>● How can writing explanatory text help someone learn something new?</li> </ul>	<ul style="list-style-type: none"> <li>● How is life different than it was long ago?</li> <li>● How do we get our food?</li> <li>● How can this story teach about animals, nature, and people?</li> <li>● What can be gained from understanding the author’s purpose for writing?</li> <li>● What can be gained from comprehending the main idea and key details of a text?</li> <li>● How can writing explanatory text help someone learn something new?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>● Leveled Readers - <u>Wonders</u></li> <li>● Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill In addition to weekly units in <u>Wonders</u> Program:</p> <p><u>Phonics Instruction</u>: Souday Essentials 1</p> <p><b>Wonders Unit 3, Week 1</b>  <b>“A Second is a Hiccup”</b> <ul style="list-style-type: none"> <li>● Concepts of Print <b>RF.1.1A</b></li> </ul> <b>“Nate the Snake is Late,”</b> <u>RW Workshop</u> <ul style="list-style-type: none"> <li>● Narrator <b>RL.1.6</b></li> <li>● Character, Setting, Plot <b>RL.1.3</b></li> </ul> <b>“On My Way To School,”</b> <u>Literature Anthology</u></p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Read Write Think</a></li> <li>● <a href="#">Scholastic</a></li> <li>● <a href="#">Reading Wonders: McGraw Hill</a></li> <li>● i-Ready</li> </ul> <p>*Please see tier</p>

<ul style="list-style-type: none"> <li>● Character, Setting, Plot <b>RL.1.3</b></li> </ul> <p><b>“It’s About Time,”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>● Text Features <b>L.1.6</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ “Busy’s Watch”</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ “Kate Saves the Date!”</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ “Uncle George is Coming”</li> </ul> </li> </ul> <p><b>Wonders Unit 3, Week 2</b></p> <p><b>“Mystery Vine”</b></p> <ul style="list-style-type: none"> <li>● Concepts of Print <b>RF.1.1A</b></li> <li>● Make and Confirm Predictions <b>RL.1.7</b></li> </ul> <p><b>“Time to Plant”,</b> <u>RW Workshop,</u></p> <ul style="list-style-type: none"> <li>● Plot Sequence <b>RL.1.3</b></li> </ul> <p><b>“The Big Yuca Plant,”</b> <u>Literature Anthology,</u></p> <ul style="list-style-type: none"> <li>● Make and Confirm Predictions <b>RL.1.7</b></li> <li>● Plot Sequence <b>RL.1.3</b></li> </ul> <p><b>“How Plants Grow,”</b> <u>Literature Anthology,</u></p> <ul style="list-style-type: none"> <li>● Text Features (Diagram) <b>RI.1.5</b></li> <li>● Sequence <b>RI.1.2</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ “Corn Fun”</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ “Yum Strawberries!”</li> </ul> </li> </ul>	
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- **Beyond Level**
  - “A Tree’s Life”

### **Wonders Unit 3, Week 3**

#### **“Interrupting Chicken,” Literature Big Book**

- Concepts of Print **RF.1.1A**
- Make and Confirm Predictions **RL.1.7**

#### **“The Nice Mitten,” RW Workshop,**

- Cause and Effect **RL.1.3**

#### **“The Gingerbread Man”, Literature Anthology,**

- Make and Confirm Predictions **RL.1.7**
- Cause and Effect **RL.1.3**

### **Leveled Readers**

- **Approaching Level**
  - “How Coqui Got Her Voice”
- **On Level**
  - “The Magic Paintbrush”
- **Beyond Level**
  - “Rabbit Tricks Crocodile”

### **Wonders Unit 3, Week 4**

#### **“The Last Train”**

- Ask and Answer Questions **RI.1.4**
- Compare and Contrast **RI.1.3**

#### **“Long Ago and Now,” Literature Anthology,**

- Ask and Answer Questions **RI.1.4**
- Compare and Contrast **RI.1.3**

#### **“From Horse to Plane,” Literature Anthology, pp 90-93**

- Text Features (Captions) **RI.1.5**

<ul style="list-style-type: none"> <li>● Compare and Contrast <b>RI.1.3</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ Schools Then and Now</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Schools Then and Now</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Schools Then and Now</li> </ul> </li> </ul> <p><b>Unit 3, Week 5</b></p> <p><b>“Where Does Food Come From?,” <u>Literature Big Book</u></b></p> <ul style="list-style-type: none"> <li>● Concepts of Print <b>RF.1.1</b></li> <li>● Reread <b>RF.1.4B</b></li> <li>● <a href="#">Collaborative Discussion</a></li> </ul> <p><b>“A Look at Breakfast,” <u>RW Workshop</u></b></p> <ul style="list-style-type: none"> <li>● Sequence <b>RI.1.3</b></li> </ul> <p><b>“From Cows To You,” <u>Literature Anthology</u></b></p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Sequence <b>RI.1.3</b></li> </ul> <p><b>“The Five Food Groups,” <u>Literature Anthology</u></b></p> <ul style="list-style-type: none"> <li>● Text Features <b>RI.1.5</b></li> <li>● Compare and Contrast <b>RI.1.3</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ Apples from Farm to Table</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Apples from Farm to Table</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Apples from Farm to Table</li> </ul> </li> </ul>	
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District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> <li>• Reading Wonders Weekly</li> <li>• Anecdotal Records</li> <li>• Writing Portfolios</li> <li>• i-Ready Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready Diagnostic</li> <li>• Unit Assessments</li> </ul>
Instructional Best Practices	
<ul style="list-style-type: none"> <li>• Identifying Similarities and Difference</li> <li>• Reinforcing Effort and Providing Recognition</li> <li>• Independent Practice</li> <li>• Modeling</li> <li>• Cooperative Learning</li> <li>• Learning Centers</li> <li>• Setting Objectives and Providing Feedback</li> <li>• Gradual Release of Responsibility</li> </ul>	<p>Managing response rates</p> <ul style="list-style-type: none"> <li>• Checks for Understanding</li> <li>• Diagrams, Charts, and Graphs</li> <li>• Coaching</li> <li>• Reading Partners</li> <li>• Visuals</li> <li>• Collaborative Problem Solving</li> <li>• Active Engagement Strategies</li> <li>• Required Reading and Writing Artifacts (e.g. Word Wall, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
Learning Plan	
NJSLs	Learning Targets and Exemplar Lessons:
<p><b>9.1 Personal Financial Literacy - Income And Careers</b></p> <p><b>9.1.4.B.1</b> Differentiate between financial wants and needs.</p>	<p><b>I can...</b></p> <p><b>9.1.4.B.1</b> 1. Tell what categorizes something a want</p>



<p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p>	<p>2. Tell what categorizes something a need 3. Explain the difference between needs and wants, as well as price and value. Lesson: Connects with Unit 4, Week 3 Text (Vulture Views) <a href="https://nj.pbslearningmedia.org/resource/lpsc10.sci.life.lp_need_want/needs-vs-wants/">https://nj.pbslearningmedia.org/resource/lpsc10.sci.life.lp_need_want/needs-vs-wants/</a></p> <p><b>RL.1.1</b> <b>A. Defining and Identifying Key Details</b> 1. Define what a key detail is in a story. 2. Identify the key details in the story.</p> <p><b>B.Using 5 W's to ask and answer questions about Key Details</b> 3. Recall the key details from the story. 4. Answer text based and teacher created questions about key details in the story. 5. Ask questions about key details in the story, with support from the teacher. 6. Answer questions using the key details from the story with support from the teacher. 7. Ask who, what, where, when, why, and how something happens in a story. 8. Answer who, what, where, when, why, and how something happens in a story.</p> <p><b>RL.1.2</b> <b>A. Identify Main Idea and Key Detail:</b> 1. Explain what a central message is in a story. 2. Identify the central idea/message of a story.</p>
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<p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p><b>RL.1.4</b> <b>A. Identify Feeling Words</b> 1. List the five senses. 2. Create a list of feeling words that students will come across in a story that relates to the five senses.</p> <p><b>B. Recognize Feeling Words</b> 3. Identify feeling words/phrases when they come across the story. 4. Explain which sense the feeling words/phrases are identified with.</p> <p><b>RL.1.7</b> <b>B. Using Text Details</b> 5. Explain how the story details helps better understanding of the story. 6. Identify how the story details help describe the characters. 7. Identify how the story details help describe the setting. 8. Describe the story elements using story details (plot, problem, and solution).</p> <p><b>RL.1.9</b> <b>B. Compare and Contrast the Character's experiences</b> 4. Explain the similarities of the character's experiences in the story. 5. Explain the differences between the character's experiences in the story. 6. Identify similarities between what happened to the characters in the stories. 7. Identify differences between what happened to the characters in the stories.</p>
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<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p>	<p><b>RL.1.10</b> <b><u>Stories</u></b></p> <p><b>A. Whole Group Reading</b></p> <ol style="list-style-type: none"> <li>1. Read aloud the stories in a whole group setting.</li> <li>2. Respond to questions about what they read in a whole group setting.</li> <li>3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</li> </ol> <p><b>B. Small Group Reading</b></p> <ol style="list-style-type: none"> <li>4. Read aloud the stories in a small group setting.</li> <li>5. Answer questions about what they read in a small group setting.</li> <li>6. Model proper reading habits in a small reading group.</li> <li>7. Model learned reading strategies when reading a text in a small group setting.</li> </ol> <p><b>C. Independent Reading</b></p> <ol style="list-style-type: none"> <li>8. Read the stories independently.</li> <li>9. Answer questions about what they read independently.</li> <li>10. Model proper reading habits in a small reading group.</li> <li>11. Model learned reading strategies when reading a text in a small group setting.</li> </ol> <p><b>RI.1.1</b></p>
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<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>A. Define, Identify and Recall Key Details</b>  1. Define what a key detail is in a text.  2. Identify the key details in the text.  3. Recall the key details from the text.</p> <p><b>B. Recalling Information</b>  4. Answer text based and teacher created questions about key details in the text.  5. Ask questions about key details in the text, with support from the teacher.  6. Answer questions using the key details from the text with support from the teacher.  7. Ask who, what, where, when, why, and how something happens in a text.  8. Answer who, what, where, when, why, and how something happens in a text</p> <p><b>RI.1.2</b>  <b>A. Main Idea and Key Details:</b>  1. Identify the main topic of a text.  2. Identify the key details of a text.  <b>B. Retell:</b>  3. Retell using the key details of the text.  4. Retell the text in your own words.</p> <p><b>RI.1.3</b>  <b>A. Identifying Important Elements</b></p>
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<p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.7</b> Use illustrations and details in a text to describe its key details.</p> <p><b>RI.1.9</b></p>	<ol style="list-style-type: none"> <li>1. Identify the key people in a text.</li> <li>2. Identify the key events in a text.</li> <li>3. Identify pieces of information in a text.</li> <li>4. Identify key ideas in a text.</li> </ol> <p><b>B. Describe the Connections between the important elements:</b></p> <ol style="list-style-type: none"> <li>7. Explain how two ideas are linked in the story.</li> <li>8. Explain how two pieces of information are linked in the story.</li> <li>9. Explain how people, events, ideas, or pieces of information are linked together in the story</li> </ol> <p><b>RI.1.4</b></p> <p><b>A. Identify Unknown Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Identify words in a text where the meaning is unclear.</li> <li>2. Identify words in a text where the meaning is unknown.</li> </ol> <p><b>B. Understanding Unknown Vocabulary</b></p> <ol style="list-style-type: none"> <li>5. Use strategies when faced with an unknown word. (keep reading, look at illustrations, teacher example)</li> <li>6. Explain understanding of what the unknown word or phrases mean in an informational text, using text content.</li> </ol> <p><b>RI.1.7</b></p> <p><b>A. Identify and Analyze Text Illustrations</b></p> <ol style="list-style-type: none"> <li>3. Analyze illustrations to develop a better understanding of the text.</li> <li>4. Describe a text using the details from the illustration.</li> </ol>
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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 complexity or above.

**RF.1.1A**

Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)

**RI.1.9**

**B. Comparing descriptions in texts with the same topic**

4. Describe the texts that are read using the text descriptions.
5. Identify similarities between the descriptions in two different texts on the same topic.
6. Identify differences between the descriptions in two different texts on the same topic.

**RI.1.10**

**A. Whole Group Reading**

1. Read aloud the text in a whole group setting.
2. Respond to questions about what they read in a whole group setting.
3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).

**B. Small Group Reading**

4. Read aloud the text in a small group setting.
5. Answer questions about what they read in a small group setting.
6. Model proper reading habits in a small reading group.
7. Model learned reading strategies when reading a text in a small group setting.

**C. Independent Reading**

8. Read the text independently.
9. Answer questions about what they read independently.
10. Model proper reading habits in a small reading group.
11. Model learned reading strategies when reading a text in a small group setting.

<p><b>RF.1.2A</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>RF.1.2B</b> Orally produce single-syllable words by blending sounds (phonemes) including consonant blends</p> <p><b>RF.1.2C</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>RF.1.2D</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p><b>RF.1.3A</b> Know the spelling-sound correspondences for common consonant digraphs</p> <p><b>RF.1.3B</b> Decode regularly spelled one-syllable words.</p> <p><b>RF.1.3C</b> <b>RF.1.3.C.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>RF.1.3D</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>RF.1.3E</b></p>	<p><b>RF.1.1A</b></p> <ol style="list-style-type: none"> <li>1. Understands how a sentence is organized</li> <li>2. Identify first word</li> <li>3. Identify the capitalization used to begin the sentence</li> <li>4.. Recognize ending punctuation</li> </ol> <p><b>RF.1.2A; RF.1.2B; RF.1.2C; RF.1.2D</b></p> <ol style="list-style-type: none"> <li>1. Identify long vowels in single syllable words</li> <li>2. Identify short vowels in single syllable words</li> <li>3. Produce the sound for each letter</li> <li>4. Blend each sound together to make a word</li> <li>5. Segment a word by sound</li> <li>6. Identify the beginning, middle, and ending sounds of a word</li> <li>7. Discern letter sounds at the beginning, middle, and end of words</li> <li>8. Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> <li>9. Determine each phoneme of spoken one-syllable words</li> </ol> <p><b>RF.1.3A; RF.1.3B; RF.1.3C; RF.1.3D; RF.1.3E</b></p> <ol style="list-style-type: none"> <li>1. Identify digraphs in orally produced words</li> </ol>
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<p>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p><b>RF.1.4A</b> Read grade-level text with purpose and understanding</p> <p><b>RF.1.4B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.1.4C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ol style="list-style-type: none"> <li>2. Produce the letters that make the sound in words with digraphs</li> <li>3. Produce the letter sounds to make a one-syllable word</li> <li>4. Decode Regularly Spelled Words</li> <li>5. Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>6. Identify irregularly spelled words when reading</li> <li>7. Use specific strategies to decode words with digraphs</li> <li>8. Identify long and short vowels when reading one-syllable words</li> <li>9. Accurately read both long and short vowels in common one-syllable words</li> <li>10. Use specific strategies to decode words using syllables</li> <li>11. Recognize the vowel sound in every syllable</li> </ol> <p><b>RF.1.4A; RF.1.4B; RF.1.4C</b></p> <ol style="list-style-type: none"> <li>1. Understand grade-level text when reading</li> <li>2. Read grade-level text aloud, making minimal errors</li> <li>3. Use an appropriate rate when reading aloud</li> <li>4. Use appropriate expression and inflection when reading text aloud</li> <li>5. Reread text to better understand what was read, when necessary.</li> <li>6. Use appropriate self-correction strategies to read words and for understanding</li> </ol>
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<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.5</b> 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.</p>	<p><b>W.1.2</b> 1. Discern facts from opinion 2. Introduce a topic that is well known 3. Include some facts about a topic 4. Write a closing statement</p> <p><b>W.1.5</b> <b>A. Detailed Writing</b> 1. Explain what was written when questions are asked by adults and peers 2. Reflect on writing and make changes 3. Add descriptive words and details 4. Attempt to recognize and correct spelling, grammar and punctuation errors 5. Editing lesson should reflect Language Standards 1, 2, and 3.  <ul style="list-style-type: none"> <li>● Use singular and plural nouns to match verbs</li> <li>● Use personal pronouns</li> <li>● Use possessive pronouns</li> <li>● Use indefinite pronouns</li> <li>● Use verbs to convey past, present, and future</li> <li>● Use frequently occurring adjectives</li> </ul> </p>
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<p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> 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).</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.1.1A</b></p>	<ul style="list-style-type: none"> <li>● Use frequently occurring conjunctions</li> <li>● Use determiners (articles, demonstratives)</li> <li>● Capitalize dates</li> <li>● Capitalize names of people</li> <li>● Use ending punctuation</li> <li>● Use commas in dates and to separate single words</li> <li>● Use conventional spelling for words with common spelling patterns</li> <li>● Spell untaught words phonetically</li> </ul> <p><b>W.1.6·</b> 1. Use technology to create and publish writing, with support when necessary 2. Use technology to collaborate with peers, with adult support when necessary</p> <p><b>W.1.7·</b> 1. Understand their role in the shared projects 2. Contribute to the project from beginning to end 3. Use graphic organizers to aid in collaboration</p> <p><b>W.1.8·</b> 1. Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions</p>
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<p>Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p><b>SL.1.1B</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1C</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas, and feelings clearly</p> <p><b>SL.1.5</b></p>	<p>2. Recall from their own background knowledge to answer research questions</p> <p><b>SL.1.1A; SL.1.1B; SL.1.1C</b> 1. Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) 2. Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) 3. Ask question(s) when confused about a discussion</p> <p><b>SL.1.2</b> 1. Ask questions about the text 2. Answer questions about the text 3. Use other media to better understand the text 4. Practice asking questions for clarification of key details 5. Actively listen to information to answer questions</p> <p><b>SL.1.3</b> 1. Use strategies for asking questions that are on a topic 2. Use strategies for understanding and answering questions ask of them</p> <p><b>SL.1.4</b> 1. Describe familiar people 2. Tell about familiar places 3. Describe memorable events 4. Explain familiar events</p>
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<p>Add drawings or other visual displays to descriptions with appropriate to clarify ideas, thoughts, and feelings</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations</p> <p><b>L.1.1C.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>L.1.1D.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>L.1.1E.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.1F.</b> Use frequently occurring adjectives.</p> <p><b>L.1.1G.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1H.</b> Use determiners (e.g., articles, demonstratives).</p>	<p>5. Report facts about experiences 6. Report details about their feelings about experiences</p> <p><b>SL.1.5</b> 1. Add visuals in order to present detailed information to others 2. Construct drawings when describing 3. Add visual media when describing 4. Use appropriate visual displays when presenting information that express ideas</p> <p><b>SL.1.6</b> 1. Express thoughts in complete sentences 2. Express feelings in complete sentences 3. Present ideas in complete sentences 4. Speak audibly to naturally express ideas</p> <p><b>L.1.1C; L.1.1D; L.1.1E; L.1.1F; L.1.1G; L.1.1H</b> 1. Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking 2. Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking 3. Identify different tenses of verbs in reading 4. Explain how verbs can express past, present, and future 5. Use verb tense to express past, present, and future in writing 6. Identify adjectives and explain their function in reading 7. Use common adjectives in writing 8. Identify conjunctions and explain their function in reading 9. Use common conjunctions in writing 10. Identify determiners and explain their function in reading 11. Use determiners in writing</p>
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**L.1.2**

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

**L.1.2A.**

Capitalize dates and names of people.

**L.1.2B.**

Use end punctuation for sentences.

**L.1.2C.**

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

**L.1.2D.**

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

**L.1.2E**

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

**L.1.4**

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

**L.1.4A.**

Use sentence-level context as a clue to the meaning of a word or phrase.

**L.1.4B.**

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

**L.1.4C.****L.1.2A.; L.1.2B.; L.1.2C.; L.1.2D. L.1.2E·**

1. Understand that dates and names are capitalized
2. Recognize proper nouns when reading and apply when writing
3. Apply knowledge of ending punctuation to writing
4. Recognize the comma
5. Explain the purpose and function of a comma
6. Apply rules for using commas in writing to dates and to single word series
7. Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
8. Apply knowledge of phonemic awareness and spelling conventions to spell untaught words

**L.1.4A; L.1.4B; L.1.4C·**

1. Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
2. Explain the meaning of common affixes
3. Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
4. Use knowledge of common affixes and inflection to understand words

<p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5A.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>L.1.5B.</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>L.1.5C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.6</b> 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).</p>	<p>5. Apply root words and their inflectional forms in reading, writing and speaking</p> <p>6. Consistently decode words using the meaning of affixes root word, and inflection as a clue</p> <p><b>L.1.5A.; L.1.5B. L.1.5C·</b></p> <ol style="list-style-type: none"> <li>1. Group words into categories that logically fit together</li> <li>2. Explain why the words belong in a group</li> <li>3. Identify attributes of words put into categories</li> <li>4. Use the attribute to extend the definition of categorized words</li> <li>5. Use and understand words that are rich in meaning in reading, speaking, and writing</li> <li>6. Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</li> </ol> <p><b>L.1.6·</b></p> <ol style="list-style-type: none"> <li>1. Use vocabulary accurately in speaking and writing</li> <li>2. Demonstrate using conjunctions in speaking and writing</li> <li>3. Listen, share, and read a variety of texts</li> <li>4. Use new words and phrases when writing, reading and responding to texts</li> </ol>
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Writing Tasks	
<p><b><u>Primary Focus:</u></b></p> <p>Portfolio Pieces:</p> <ul style="list-style-type: none"> <li>● Writing Task: Explanatory Sentence, Drawing, Essays</li> <li>● Writing Prompts/Sentence Starters/Graphic Organizers</li> </ul>	<p><b><u>Secondary Focus (Grammar and Vocabulary)</u></b></p> <ul style="list-style-type: none"> <li>● Incorporate unit vocabulary into writing</li> <li>● Upper and lowercase letters</li> <li>● Common, Proper, and Possessive Nouns</li> <li>● Capitalization for names, dates</li> <li>● Punctuation</li> <li>● Conjunctions</li> <li>● Personal, Possessive, and Indefinite pronouns</li> <li>● Verb tense to express past, present, and future</li> <li>● Commas in dates and in a series</li> <li>● Affixes</li> <li>● Adjectives</li> </ul> <p><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>● Quick Write</li> <li>● Exit Ticket / DOL <ul style="list-style-type: none"> <li>● Do Now</li> </ul> </li> <li>● Writer's process: Brainstorming, Rough Draft, Revise and Edit, Published Piece</li> </ul>
Content Vocabulary	
Weekly unit vocabulary - <u>Wonders</u> Readers' Workshop by McGraw-Hill	
Required Speaking and Listening	Suggested Speaking and Listening
<p>Whole group discussion</p> <ul style="list-style-type: none"> <li>● Pair-Share</li> <li>● Small group discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Create audio recordings</li> <li>● Reader's Theater</li> <li>● Oral Report</li> <li>● Reading and Writing Projects</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral Presentations</li> <li>• Oral Reading</li> <li>• Oral response to questions</li> <li>• Book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Circle</li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><b>Science:</b> Students exercise and augment skills in sequential thinking by examining the food-to-table process. This task encourages students to think about some common foods in their homes and the process these foods go through to make them “table ready.” After conducting research about a favorite food, students will write an explanatory paragraph about the processing process associated with this food item.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Oats - Oatmeal</li> <li>• Potatoes - Tater Tots</li> <li>• Milk, sugar, flavoring - Ice Cream</li> <li>• Cocoa - Hot Chocolate</li> <li>• Coffee beans - coffee</li> <li>• Peanuts/Almonds - to Nut butters</li> <li>• Wheat - Bread, Pasta</li> </ul>	<p> <a href="http://www.GetEpic.com">www.GetEpic.com</a>  <a href="http://www.brainpopjr.com">www.brainpopjr.com</a>  <a href="http://www.Iready.com">www.Iready.com</a>  <a href="http://www.seesaw.com">www.seesaw.com</a> </p>



<ul style="list-style-type: none"> <li>• Corn - Corn flour</li> <li>• Cream - Butter</li> </ul> <a href="https://kidworldcitizen.org/where-in-the-world-is-your-food-from/">https://kidworldcitizen.org/where-in-the-world-is-your-food-from/</a>	
<b>Academic Vocabulary</b>	
<p><b>RI.1.2</b> Identify, Main Topic, Retell, Key Details</p> <p><b>RI.1.3</b> Describe, Connection, Individuals, Events, Ideas, Information</p> <p><b>RI.1.4</b> Ask, Understand, Prove, Story Content</p> <p><b>RI.1.7</b> Interpret, Characters, Illustrations, Identify, Explain, Understand, Story Elements</p> <p><b>RI.1.9</b> Descriptions, Procedures, Compare</p> <p><b>RL.1.1, RI.1.1</b> Understand, Questioning, Underline, Retell, Think, Create, Key Details</p> <p><b>RL.1.2</b> Retell, Identify, Demonstrate, Understanding, Central Message</p> <p><b>RL.1.4</b> Phrases, Feelings, Appeal, Sensory Words, Appealing</p> <p><b>RL.1.7</b> Interpret, Identify, Describe, Explain, Story Elements</p> <p><b>RL.1.9</b> Compare, Contrast, Identify, Describe, Similarities and Differences</p> <p><b>RI.1.9</b> Identify, Comparisons</p> <p><b>RL.1.10, RI.1.10</b> Participate, Understand, Recall, Retell, Recite, Make Connections, Make and Confirm Predictions</p> <p><b>RF.1.1A</b> Understand, Organized, Identify, Capitalization, Punctuation</p> <p><b>RF.1.2</b> Identify, Vowels, Syllable, Produce, Pronounce, Discern, Phoneme</p>	<p><b>SL.1.1</b> Participate, Demonstrate, Conversation, Develop, Listening, Group Discussion, Responding</p> <p><b>SL.1.2</b> Ask and Answer Questions, Understanding, Clarification, Listen</p> <p><b>SL.1.3</b> Use, Asking Questions, On Topic, Understanding, Answering Questions</p> <p><b>SL.1.4</b> Describe, Tell, Explain, Report, Experiences</p> <p><b>SL.1.5</b> Add, Visuals, Present, Detailed, Construct, Gather, Describing, Express Ideas</p> <p><b>SL.1.6</b> Express Thoughts, Feelings, Speak, Audibly</p> <p><b>L.1.1</b> Form, Uppercase, Lowercase, Sizing, Spacing, Common Nouns, Proper Nouns, Possessive Nouns, Provide Examples, Demonstrate, Singular, Plural, Personal, Indefinite, Verbs, Adjectives, Conjunctions, Determiners,</p> <p><b>L.1.2</b> Capitalize, Identify, Punctuation, Recognize, Comma, Purpose, Function, Series, Apply, Knowledge, Phonemic Awareness, Spelling Conventions, Inventive Spelling</p> <p><b>L.1.5</b> Use, Group, Explain, Categories, Logically, Belong, Identify, Attributes, Extend, Definition, Categorized</p> <p><b>L.1.6</b> Use, Demonstrate, Conjunctions, Listen, Share,</p>

<p><b>RF.1.3</b> Identify, Digraphs, Produce, Decode, Strategies, Irregular, Understand, Vowel Patterns, Spelling, Accurately</p> <p><b>RF.1.4</b> Understand, Read, Know, Self-Monitoring, Self-Correcting, Make, Reread, Use Pictures, Expression, Rate, Inflection</p> <p><b>W.1.2</b> Discern, Fact, Opinion, Introduce, Closing Statement</p> <p><b>W.1.5</b> Explain, Question, Reflect, Add Descriptive Words, Spelling, Grammar, Punctuation</p> <p><b>W.1.6</b> Use, Technology, Create, Publish, Collaborate, Peers</p> <p><b>W.1.7</b> Understand, Contribute, Use, Collaboration</p> <p><b>W.1.8</b> Use, Notes, Research, Recall, Background Knowledge</p>	
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p>(Tier III) Resources:</p> <ul style="list-style-type: none"> <li>■ Differentiated Texts Unit 1-3.pdf</li> <li>■ Differentiated Texts Unit 4-6.pdf</li> <li>■ Progress Monitoring Foundational Skills.pdf</li> <li>■ Unit 3 Decodable Readers.pdf</li> </ul> <p>Modify activities/assignments/projects</p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>● Pre-teach new vocabulary</li> <li>● Modify Content</li> </ul>	<p>(Tier II) Resources:</p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fleuncy.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual I&amp;RS plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> </ul>

<ul style="list-style-type: none"> <li>● Modify Amount of work given</li> <li>● Modify Assessment</li> <li>● Modify Homework</li> <li>● Re-teach skill if needed</li> <li>● Allow student to make test corrections or re-take assessment</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<p><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fluency.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> </ul>	<p><b>(ELL/Newcomer) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Newcomers Language Transfer Handbook English.pdf</li> <li>■ Oral Language Sentence Frames.pdf</li> <li>■ Newcomer Cards.pdf</li> <li>■ Newcomer Teacher's Guide.pdf</li> <li>■ Newcomer Start Smart Visuals.pdf</li> <li>■ Newcomer Unit 3 Visuals.pdf</li> </ul> <p><b>**For additional bilingual resources, please see McGrawHill website in Resource Library**</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> </ul>

<ul style="list-style-type: none"> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>	<ul style="list-style-type: none"> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<p><b>(Copy From Previous Curriculum) Resources:</b></p> <p>Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b></p> <p>Do Now/Warm-Up</p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Centers</li> <li>● Guided Reading utilizing Before, During, and After activities</li> </ul> <p>Intervention/Remediation</p> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Academic Games</li> <li>● Daily 5</li> </ul>

<b>Unit # 4</b>	
Unit Title	Animals Everywhere

Reading Genre(s)	Week 1: Folktale Week 2: Informational Text Week 3: Information Text Week 4: Fantasy Week 5: Information Text
Writing Tasks:	<p>Writing about the Text:</p> <ul style="list-style-type: none"> <li>• Opinion (Wk 2)</li> <li>• Informational (Wk 2, 3, 4, 5)</li> </ul> <p>Writing Trait:</p> <ul style="list-style-type: none"> <li>• Word Choice: Descriptive Word ( wk 1)</li> <li>• Organization: Introduce the Topic (wk 2, 5)</li> <li>• Ideas: Main Ideas (wk 3)</li> <li>• Organization: Concluding Statement (wk 4)</li> </ul> <p>Review Trait:</p> <ul style="list-style-type: none"> <li>• Ideas: Focus on a Topic (wk 1)</li> <li>• Ideas: Give Reasons for an Opinion (wk 2)</li> <li>• Ideas: Supporting Details (wk 3)</li> <li>• Ideas: Descriptive Details (wk 4)</li> <li>• Word Choice: Specific Words (wk 5)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Irregular Verbs: Was and Were (wk 1)</li> <li>• Irregular Verbs: Has and Have (wk 2)</li> <li>• Irregular Verbs: Go and Do (wk 3)</li> <li>• Irregular Verbs: See and Saw (wk 4)</li> <li>• Adverbs That Tell When (wk 5)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>• Expert and Student Models; Plan; Draft (Wk 4)</li> <li>• Revise; Edit and Proofread; Publish, Present, and Evaluate (Wk 5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>• Apostrophe with Contractions (wk 1)</li> <li>• Capitalization and End Punctuation (wk 2)</li> <li>• Capitalization and Proper Nouns (wk 3)</li> </ul>

	<ul style="list-style-type: none"> <li>● Underline Titles of Books (wk 4)</li> <li>● Commas in a Series (wk 5)</li> </ul> <p>Extended Writing:</p> <ul style="list-style-type: none"> <li>● Poetry (wk 3, 4)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>● Expert and Student Models; Plan; Draft (wk 4)</li> <li>● Revise; Edit and Proofread; Publish, Present, and Evaluate (wk 5)</li> </ul>
Recommended Pacing	5 weeks
Unit Summary	<p>This unit introduces students to animals and the ways animals use their bodies and work together to survive in the wild. In addition, the students are introduced to texts that teach students how animals and people work together. This unit encourages readers to become more independent problem solvers when they are faced with a text or various words that they do not understand or can easily decode.</p> <p>Small group work will become a crucial part of this unit, especially since the readers are progressing to more complex texts. Students will continue to develop their ability to retell important facts about text in both fiction and nonfiction. They will compare and contrast characters in text as well as identify similarities and differences between two texts on the same topic. Students will continue to find and understand the author's purpose and the central message, and they will build inferences from there. Students will also begin to look deeply at what characters say and do to understand the theme or message the author wants to share.</p> <p>For writing, the students will learn how to create stories that have characters, settings, problems, and a solution. They will further develop their communication skills when conferencing with their teacher and peers, as well as their editing and revising skills. They will share their personal thoughts and ideas in their writing and begin to develop an understanding of how to structure an intriguing story. This unit is designed to allow students the opportunity to explore the topics of teamwork and holidays. Through reading a variety of</p>

	fiction and nonfiction texts, students will learn how people work together to reach a common goal, as well as learn about shared holidays that we have with others.
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <ul style="list-style-type: none"> <li>• 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</li> </ul>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>The King of the Animals</i> and <i>The Elephant's Child</i> .
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 2

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Readers can read fiction and nonfiction stories to understand holidays and traditions</li> <li>• Readers can read closely to determine the theme or central message in a story.</li> <li>• Students will use speaking and listening skills they have learned to communicate effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• How do animals' bodies help them?</li> <li>• How do animals help each other?</li> <li>• How do animals survive in nature?</li> <li>• What insects do you know about? How are they alike and different?</li> <li>• How do people work with animals?</li> </ul>

<ul style="list-style-type: none"> <li>• Students can improve their reading and writing by understanding the concept of long vowel sounds, vowel pairs, and multisyllabic words</li> <li>• Writers can use their writing to tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to read about different traditions and cultures?</li> <li>• How can a reader determine the theme and central message that an author wants to share?</li> <li>• How can a writer’s knowledge of different genres help them expand their storytelling?</li> <li>• How can speaking to friends and listening to stories help readers understand the world?</li> <li>• How does knowing long vowel sounds and multisyllabic rules and principles help improve decoding skills?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers - IRLA/<u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill In addition to weekly units in <u>Wonders</u> Program:</p> <p>Phonics Instructions: Souday Essentials 1</p> <p><b><u>Wonders:</u></b></p> <p><b>Wonders Unit 4, Week 1</b>  <b>“The Elephant’s Child”</b> <u>Interactive Read Aloud</u></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions <b>RI.1.1, RI.1.4, SI.1.1</b></li> </ul> <p><b>“Snail and Frog Race”</b> <u>RW Workshop</u></p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">Scholastic</a></li> <li>• <a href="#">Reading Wonders: McGraw Hill</a></li> <li>• i-Ready</li> </ul> <p>*Please see tier</p>



<ul style="list-style-type: none"> <li>• Character, Setting, and Plot <b>RL.1.3</b></li> <li>• Use Key Details <b>RL.1.1</b></li> </ul> <p><b>“Little Rabbit”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Character, Setting, and Plot <b>RL.1.3</b></li> <li>• Use Key Details <b>RL.1.1</b></li> </ul> <p><b>“Animals Can Go Fast”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Text Features <b>RI.1.5</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>• <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ The King of the Animals</li> </ul> </li> <li>• <b>On Level</b> <ul style="list-style-type: none"> <li>○ Snail’s Clever Idea</li> </ul> </li> <li>• <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Plop!</li> </ul> </li> </ul> <p><b>Wonders Unit 4, Week 2</b></p> <p><b>“Animals Working Together,”</b> <u>Interactive Read Aloud</u></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions <b>RI.1.1, RI.1.4, SL.1.1</b></li> <li>• Main Idea and Key Details <b>RI.1.2</b></li> <li>• <a href="#">Collaborative Discussion</a></li> </ul> <p><b>“A Team of Fish,”</b> <u>RW Workshop</u></p> <ul style="list-style-type: none"> <li>• Main Idea and Key Details <b>RI.1.2</b></li> </ul> <p><b>“Animal Teams,”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions <b>RI.1.1, RI.1.4, SL.1.1</b></li> <li>• Main Idea and Key Details <b>RI.1.2</b></li> </ul> <p><b>“Busy As a Bee,”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Compare and Contrast <b>RI.1.3, RI.1.9</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>• <b>Approaching Level</b></li> </ul>	
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<ul style="list-style-type: none"> <li>○ Penguins All Around</li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Penguins All Around</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Penguins All Around</li> </ul> </li> </ul> <p><b>Wonders Unit 4, Week 3</b></p> <p><b>“Animals in Winter,” <u>Interactive Read Aloud</u></b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1, RI. 1.4, SL.1.1</b></li> <li>● Main Idea and Key Details <b>RI.1.2</b></li> </ul> <p><b>“Go Wild!”, <u>RW Workshop</u>,</b></p> <ul style="list-style-type: none"> <li>● Main Idea and Key Details <b>RI.1.2 V</b></li> </ul> <p><b>“Vulture View” <u>Literature Anthology</u></b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1, RI.1.4, SL.1.1</b></li> <li>● Main Idea and Key Details <b>RI.1.2</b></li> </ul> <p><b>“When It’s Snowing,” <u>Literature Anthology</u>,</b></p> <ul style="list-style-type: none"> <li>● Sensory Words in Poetry <b>RL.1.4</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ Go, Gator!</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Go, Gator!</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Go, Gator!</li> </ul> </li> </ul> <p><b>Wonders Unit 4, Week 4</b></p> <p><b>“Insect Hide and Seek,” <u>Interactive Read Aloud</u></b></p> <ul style="list-style-type: none"> <li>● Visualize <b>SL.1.2</b></li> </ul> <p><b>“Creep Low, Fly High,” <u>RW Workshop</u>, pp 78-87</b></p> <ul style="list-style-type: none"> <li>● Point of View <b>RL.1.6, RL.1.4</b></li> </ul>	
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**“Hi! Fly Guy,”** Literature Anthology, pp 92-123

- Visualize **SL.1.2**
- Point of View **RL.1.6, RL.1.4**
- [Collaborative Discussion](#)

**“Meet the Insects,”** Literature Anthology, pp 126-129

- Visualize **SL.1.2**
- Compare and Contrast **RI.1.3, RI.1.9**

#### **Leveled Readers**

- **Approaching Level**
  - Where Is My Home?
- **On Level**
  - The Hat
- **Beyond Level**
  - Come One, Come All

#### **Wonders Unit 4, Week 5**

**“From Puppy to Guide Dog”** RW Workshop, 98-109

- Main Idea and Key Details **RI.1.2.**
- Decode Regularly Spelling One-Syllable Words **RF.1.3B**
- Recognize and Read Grade-Appropriate Irregularly Spelled Words **RF.1.3G**

**“Ming’s Teacher”** Interactive Read Aloud

- Ask and Answer Questions **SL.1.2**

**“KoKo and Penny”** Literature Anthropology

- Connections Between Characters, Events, and Ideas **RI.1.3**

**“Save Our Bees”** Literature Anthropology

- Text Features **RI.1.5**

#### **Leveled Readers**

- **Approaching Level**

<ul style="list-style-type: none"> <li>○ Teach a Dog!</li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ Teach a Dog!</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ Teach a Dog!</li> </ul> </li> </ul>	
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Reading Wonders Weekly</li> <li>● Anecdotal Records</li> <li>● Writing Portfolios</li> <li>● i-Ready Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready Diagnostic</li> <li>● Unit Assessments</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Difference</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Independent Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Learning Centers</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Gradual Release of Responsibility</li> </ul>	<p>Managing response rates</p> <ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts, and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	

NJSLs	Learning Targets and Exemplar Lessons:
<p><b>9.1.4.B.5</b> Identify ways to earn and save.</p> <p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2.</b></p>	<p><b>I can...</b> <b>9.1.4.B.5</b> 1. Identify ways to earn money 2. Identify ways to save money Lesson: <a href="https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf">https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf</a></p> <p><b>RL.1.1</b> <b>A. Defining and Identifying Key Details</b> 1. Define what a key detail is in a story. 2. Identify the key details in the story.</p> <p><b>B.Using 5 W's to ask and answer questions about Key Details</b> 3. Recall the key details from the story. 4. Answer text based and teacher created questions about key details in the story. 5. Ask questions about key details in the story, with support from the teacher. 6. Answer questions using the key details from the story with support from the teacher. 7. Ask who, what, where, when, why, and how something happens in a story. 8. Answer who, what, where, when, why, and how something happens in a story</p> <p><b>RL.1.2.</b> <b>A. Identify Main Idea and Key Detail:</b> 1. Explain what a central message is in a story.</p>

<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ol style="list-style-type: none"> <li>Identify the central idea/message of a story.</li> <li>Identify the key details of a story.</li> </ol> <p><b>B. Retell:</b></p> <ol style="list-style-type: none"> <li>Retell using the key details from the story.</li> <li>Retell the story in your own words.</li> </ol> <p><b>RL.1.4</b> <b>A. Identify Feeling Words</b></p> <ol style="list-style-type: none"> <li>List the five senses.</li> <li>Create a list of feeling words that students will come across in a story that relates to the five senses.</li> </ol> <p><b>B. Recognize Feeling Words</b></p> <ol style="list-style-type: none"> <li>Identify feeling words/phrases when they come across the story.</li> <li>Explain which sense the feeling words/phrases are identified with.</li> </ol> <p><b>RL.1.7</b> <b>A. Using Illustrations</b></p> <ol style="list-style-type: none"> <li>Explain how the illustrations helps better understand the story.</li> <li>Identify how the illustrations help describe the characters.</li> <li>Identify how the illustrations help describe the setting.</li> <li>Identify how the illustrations help describe the events that happen in the story (plot, problem, and solution).</li> </ol> <p><b>B. Using Text Details</b></p> <ol style="list-style-type: none"> <li>Explain how the story details helps better understanding of the story.</li> <li>Identify how the story details help describe the characters.</li> <li>Identify how the story details help describe the setting.</li> </ol>
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<p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>8. Describe the story elements using story details (plot, problem, and solution).</p> <p><b>RL.1.9</b> <b>A. Identify Characters and their Experiences</b></p> <ol style="list-style-type: none"> <li>1. Identify the characters in stories.</li> <li>2. Describe the character’s experiences in the story.</li> <li>3. Describe how the characters solve their problems.</li> </ol> <p><b>B. Compare and Contrast the Character’s experiences</b></p> <ol style="list-style-type: none"> <li>4. Explain the similarities of the character’s experiences in the story.</li> <li>5. Explain the differences between the character’s experiences in the story.</li> <li>6. Identify similarities between what happened to the characters in the stories.</li> <li>7. Identify differences between what happened to the characters in the stories.</li> </ol> <p><b>RL.1.10</b> <b><u>Stories</u></b></p> <p><b>A. Whole Group Reading</b></p> <ol style="list-style-type: none"> <li>1. Read aloud the stories in a whole group setting.</li> <li>2. Respond to questions about what they read in a whole group setting.</li> <li>3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</li> </ol> <p><b>B. Small Group Reading</b></p> <ol style="list-style-type: none"> <li>4. Read aloud the stories in a small group setting.</li> </ol>
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	<p>5. Answer questions about what they read in a small group setting.</p> <p>6. Model proper reading habits in a small reading group.</p> <p>7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b></p> <p>8. Read the stories independently.</p> <p>9. Answer questions about what they read independently.</p> <p>10. Model proper reading habits in a small reading group.</p> <p>11. Model learned reading strategies when reading a text in a small group setting.</p> <p><b><u>Poetry</u></b></p> <p><b>A. Whole Group Reading</b></p> <p>1. Read aloud the poems in a whole group setting.</p> <p>2. Respond to questions about what they read in a whole group setting</p> <p>3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b></p> <p>4. Read aloud the poems in a small group setting.</p> <p>5. Answer questions about what they read in a small group setting.</p> <p>6. Model proper reading habits in a small reading group.</p> <p>7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b></p> <p>8. Read the poems independently.</p> <p>9. Answer questions about what they read independently.</p> <p>10. Model proper reading habits in a small reading group.</p> <p>11. Model learned reading strategies when reading a text in a small group setting.</p>
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**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.1.4**

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.1****A. Define, Identify and Recall Key Details**

1. Define what a key detail is in a text.
2. Identify the key details in the text.
3. Recall the key details from the text.

**B. Recalling Information**

4. Answer text based and teacher created questions about key details in the text.
5. Ask questions about key details in the text, with support from the teacher.
6. Answer questions using the key details from the text with support from the teacher.
7. Ask who, what, where, when, why, and how something happens in a text.
8. Answer who, what, where, when, why, and how something happens in a text

**RI.1.2****A. Main Idea and Key Details:**

1. Identify the main topic of a text.
2. Identify the key details of a text.

**B. Retell:**

3. Retell using the key details of the text.
4. Retell the text in your own words.

**RI.1.4****A. Identify Unknown Vocabulary**

1. Identify words in a text where the meaning is unclear.

<p><b>RI.1.7</b> Use illustrations and details in a text to describe its key details.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>2. Identify words in a text where the meaning is unknown.</p> <p><b>B. Understanding Unknown Vocabulary</b></p> <p>3. Ask questions using text content to help understand what words and phrases mean in the text.</p> <p>4. Answer questions using text content to help understand what words and phrases mean in the text</p> <p>5. Use strategies when faced with an unknown word. (keep reading, look at illustration, teacher example)</p> <p>6. Explain understanding of what the unknown word or phrases mean in an</p> <p><b>RI.1.7</b></p> <p><b>A. Identify and Analyze Text Illustrations</b></p> <p>1. Identify an illustration that helps describe the key details.</p> <p>2. Explain how illustrations describe important key details.</p> <p>3. Analyze illustrations to develop a better understanding of the text.</p> <p>4. Describe a text using the details from the illustration.</p> <p><b>RI.1.8</b></p> <p><b>A. Identify and Support for Author's Purpose</b></p> <p>1. Identify the key points the author is making in a text.</p> <p>2. Tell the author's reasoning by finding support within the text.</p> <p>3. Explain how this information is useful.</p> <p><b>RI.1.9</b></p> <p><b>A. Comparing Illustrations in Texts with same topic</b></p> <p>1. Describe the texts that are read using the illustrations in the text.</p>
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<p><b>RI.1.10</b> With prompting and support, read informational texts at grade level complexity or above.</p> <p><b>RF.1.1A</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p><b>RF.1.2</b> Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a</p>	<p>2. Identify the similarities between the illustrations in two different texts on the same topic. 3. Identify the differences between the illustration in two different texts on the same topic.</p> <p><b>B. Comparing descriptions in texts with the same topic</b> 4. Describe the texts that are read using the text descriptions. 5. Identify similarities between the descriptions in two different texts on the same topic. 6. Identify differences between the descriptions in two different texts on the same topic.</p> <p><b>C. Comparing Procedures in texts with the same topics</b> 7. Describe the texts that are read using the procedures in the text. 8. Identify the similarities between the procedures in two different texts on the same t topic. 9. Identify differences between the procedures in two different texts on the same topic.</p> <p><b>RI.1.10</b> <b>A. Whole Group Reading</b> 1. Read aloud the text in a whole group setting. 2. Respond to questions about what they read in a whole group setting. 3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b> 4. Read aloud the text in a small group setting. 5. Answer questions about what they read in a small group setting. 6. Model proper reading habits in a small reading group. 7. Model learned reading strategies when reading a text in a small group setting.</p>
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vowel sound to determine the number of syllables in a printed word.

**RF.1.2.A.** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2.B.** Orally produce single-syllable words by blending sounds

**RF.1.2.C.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**RF.1.2.D.** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### **RF.1.3**

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

#### **RF.1.3.A.**

Know the spelling-sound correspondences for common consonant digraphs.

#### **RF.1.3.B.**

Orally produce single-syllable words by blending sounds

### **C. Independent Reading**

8. Read the text independently.

9. Answer questions about what they read independently.

10. Model proper reading habits in a small reading group.

11. Model learned reading strategies when reading a text in a small group setting.

#### **RF.1.1A**

1. Understand how a sentence is organized

2. Identify the first word of a sentence

#### **RF.1.2A; RF.1.2B; RF.1.2C; RF.1.2D**

1. Identify long and short vowel sounds in single syllable words

2. Produce the sound for each letter and blend to make a word

3. Take apart a word by sounds

4. Discern letter sounds at the beginning, middle, and end of words

5. Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words

6. Determine each phoneme of spoken one-syllable words

#### **RF.1.3A; RF.1.3B; RF.1.3C; RF.1.3D; RF.1.3E**

1. Identify digraphs in orally produced words

2. Produce the letters that make the sounds in words with digraphs

3. Use specific strategies to decode words with digraphs

4. Produce the letter sounds to make a one-syllable word

5. Identify irregularly spelled words when reading

<p><b>RF.1.3.C.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>RF.1.3.D.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p><b>RF.1.3.E.</b> Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.1.4.A.</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.1.4.B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.1.4.C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>W.1.3</b></p>	<ol style="list-style-type: none"> <li>6. Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>7. Identify long and short vowels when reading one-syllable words</li> <li>8. Accurately read both long and short vowels in common one-syllable words</li> <li>9. Use specific strategies to decode words using syllables</li> <li>10. Recognize the vowel sound in every syllable</li> </ol> <p><b>RF.1.4A; RF.1.4B; RF.1.4C</b></p> <ol style="list-style-type: none"> <li>1. Understand grade-level text when reading</li> <li>2. Read grade-level text aloud, making minimal errors</li> <li>3. Use an appropriate rate when reading aloud</li> <li>4. Use appropriate expression and inflection when reading text aloud</li> <li>5. Use appropriate self-correction strategies to read words and for understanding</li> <li>6. Reread text to better understand what was read, when necessary</li> </ol> <p><b>W.1.3·</b></p> <ol style="list-style-type: none"> <li>1. Tell events in a sequence</li> <li>2. Describe events using details</li> </ol>
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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.

### **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.1.1.A.**

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

#### **SL.1.1.B.**

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

#### **SL.1.1.C.**

3. Use sequence words to show order of events (e.g., now, when, then)

4. End with a closing sentence

### **W.1.5**

#### **A. Detailed Writing**

1. Explain what was written when questions are asked by adults and peers

2. Reflect on writing and make changes

3. Add descriptive words and details

4. Attempt to recognize and correct spelling, grammar and punctuation errors

5. Editing lesson should reflect Language Standards 1, 2, and 3.

- Use singular and plural nouns to match verbs
- Use personal pronouns
- Use possessive pronouns
- Use indefinite pronouns
- Use verbs to convey past, present, and future
- Use frequently occurring adjectives
- Use frequently occurring conjunctions
- Use determiners (articles, demonstratives)
- Capitalize dates
- Capitalize names of people
- Use ending punctuation
- Use commas in dates and to separate single words
- Use conventional spelling for words with common spelling patterns
- Spell untaught words phonetically

<p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6.</b></p>	<p><b>W.1.6</b></p> <ol style="list-style-type: none"> <li>1. Use technology to create and publish writing, with support when necessary</li> <li>2. Use technology to collaborate with peers, with adult support when necessary</li> </ol> <p><b>SL.1.1A; SL.1.1B; SL.1.1C;</b></p> <ol style="list-style-type: none"> <li>1. Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners)</li> <li>2. Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> <li>3. Ask question(s) when confused about a discussion</li> </ol> <p><b>SL.1.2</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>2. Practice asking questions for clarification of key details</li> <li>3. Actively listen to presented information to answer questions</li> </ol> <p><b>SL.1.3·</b></p> <ol style="list-style-type: none"> <li>1. Use strategies for asking questions that are on a topic</li> <li>2. Use strategies for understanding and answering questions asked of them</li> </ol>
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<p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p><b>L1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.1.D.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>L.1.1.E.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.1.F.</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.G.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.H.</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.I.</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.1.1.J.</b></p>	<p><b>SL.1.4·</b></p> <ol style="list-style-type: none"> <li>1. Describe familiar people</li> <li>2. Tell about familiar places</li> <li>3. Describe memorable events</li> <li>4. Explain familiar events</li> <li>5. Report facts and details about experiences feelings and emotions</li> </ol> <p><b>SL.1.5·</b></p> <ol style="list-style-type: none"> <li>1. Add visuals in order to present detailed information to others</li> <li>2. Construct drawings or gather other visual media when describing</li> <li>3. Present information to others using appropriate visual displays to clearly express ideas</li> </ol> <p><b>SL.1.6</b></p> <ol style="list-style-type: none"> <li>1. Express thoughts and feelings and ideas in complete sentences</li> <li>2. Speak audibly to naturally express ideas</li> </ol> <p><b>L.1.1D; L.1.1E; L.1.1F; L.1.1G; L.1.1H; L.1.1I; L.1.1J·</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</li> <li>2. Identify different tenses of verbs in reading</li> <li>3. Explain how verbs can express past, present, and future</li> <li>4. Use verb tense to express past, present, and future in writing</li> <li>5. Identify adjectives and explain their function in reading</li> <li>6. Use common adjectives in writing</li> <li>7. Identify conjunctions and explain their function in reading</li> </ol>
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<p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.2.A.</b> Capitalize dates and names of people.</p> <p><b>L.1.2.B.</b> Use end punctuation for sentences.</p> <p><b>L.1.2.C.</b> Use commas in dates and to separate single words in a series.</p> <p><b>L.1.2.D.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.E.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.4.A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4.B.</b></p>	<p>8. Use common conjunctions in writing</p> <p>9. Identify determiners and explain their function in reading</p> <p>10. Use determiners in writing</p> <p>11. Identify and explain the purpose of prepositions in reading</p> <p>12. Use prepositional words in writing</p> <p>13. Demonstrate sentence variety in speaking and writing</p> <p><b>L.1.2A; L.1.2B; L.1.2C; L.1.2D; L.1.2E</b></p> <p>1. Understand that dates and names are capitalized</p> <p>2. Recognize proper nouns when reading and apply when writing</p> <p>3. Apply knowledge of ending punctuation to writing</p> <p>4. Apply rules for using commas in writing to dates and to single word series</p> <p>5. Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</p> <p>6. Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</p> <p><b>L.1.4A; L.1.4B; L.1.4C</b></p> <p>1. Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</p> <p>2. Explain the meaning of common affixes</p> <p>3. Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</p> <p>4. Use knowledge of common affixes and inflection to understand words</p>
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<p>Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p><b>L.1.4.C.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5.C.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.5.D.</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>L.1.6.</b> 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).</p>	<p>5. Apply root words and their inflectional forms in reading, writing and speaking</p> <p>6. Consistently decode words using the meaning of affixes root word, and inflection as a clue</p> <p><b>L.1.5C; L.1.5D</b></p> <ol style="list-style-type: none"> <li>1. Use and understand words that are rich in meaning in reading, speaking, and writing</li> <li>2. Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</li> <li>3. Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives</li> </ol> <p><b>L.1.6</b></p> <ol style="list-style-type: none"> <li>1. Use vocabulary accurately in speaking and writing</li> <li>2. Demonstrate using conjunctions in speaking and writing</li> <li>3. Listen, share and read a variety of texts</li> </ol>
<p><b>Writing Tasks</b></p>	
<p><b>Primary Focus:</b></p>	<p><b>Secondary Focus:</b></p>

<p>Portfolio Pieces:</p> <ul style="list-style-type: none"> <li>• Writing Task: Narrative Stories, drawing, and sentences</li> <li>• <a href="#">Writing Prompts</a>/Sentence Starters/Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate unit vocabulary into writing</li> <li>• Use singular and plural nouns to match verbs</li> <li>• Use personal pronouns</li> <li>• Use possessive pronouns</li> <li>• Use indefinite pronouns</li> <li>• Use verbs to convey past, present, and future</li> <li>• Use frequently occurring adjectives</li> <li>• Use frequently occurring conjunctions</li> <li>• Use determiners (articles, demonstratives)</li> <li>• Capitalize dates</li> <li>• Capitalize names of people</li> <li>• Use ending punctuation</li> <li>• Use commas in dates and to separate single words</li> <li>• Use conventional spelling for words with common spelling patterns</li> <li>• Spell untaught words phonetically</li> </ul> <p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>• Quick Write</li> <li>• Exit Ticket / DOL</li> <li>• Do Now</li> <li>• Writer's Process: Brainstorm, Rough Draft, Revise and Edit, Published Piece</li> </ul>
<p align="center"><b>Content Vocabulary</b></p>	
<p>Weekly unit vocabulary - <a href="#">Wonders</a> Readers' Workshop by McGraw-Hill</p>	
<p align="center"><b>Required Speaking and Listening</b></p>	<p align="center"><b>Suggested Speaking and Listening</b></p>
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings</li> <li>• Reader's Theater</li> </ul>

<ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral Presentations</li> <li>• Oral Reading</li> <li>• Oral response to questions</li> <li>• Book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Report</li> <li>• Reading and Writing Projects</li> <li>• Literature Circle</li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p><b>Science:</b> Students will research a favorite wild animal. Students will research where the animal lives in the world and survives in nature. Students will write an informational writing piece describing the favorite animal (teacher could read non fiction texts about animals and could also teach mini lessons about text features such as table of contents, diagram, captions, etc that students could also integrate into their writing pieces about animals).</p> <p><a href="https://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction">https://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction</a></p>	<p><a href="http://www.GetEpic.com">www.GetEpic.com</a></p> <p><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></p> <p><a href="http://www.Iready.com">www.Iready.com</a></p> <p><a href="http://www.seesaw.com">www.seesaw.com</a></p>
<b>Academic Vocabulary</b>	
<p><b>RL.1.1 and RI.1.1</b> Understand, Questioning, Underline, Retell, Think, Create</p> <p><b>RL.1.2</b> Retell, Identify, Demonstrate, Central Message</p> <p><b>RL.1.4</b> Identify, Phrases, Feelings, Appeal, Sensory Words, Appealing</p> <p><b>RL.1.7</b> Interpret, Identify, Describe, Explain, Story Elements</p> <p><b>RL.1.9</b> Compare, Contrast, Describe, Similarities and Differences</p>	<p><b>SL.1.1</b> Participate, Conversation, Develop, Listening, Group Discussion, Responding</p> <p><b>SL.1.2</b> Ask and Answer Questions, Understanding, Clarification, Listen</p> <p><b>SL.1.3</b> On Topic,</p> <p><b>SL.1.5</b> Add, Visuals, Present, Detailed, Construct, Gather, Describing, Express Ideas</p>

<p><b>RI.1.10 and RI.1.10</b> Participate, Recall, Retell, Recite, Make Connections, Make and Confirm Predictions</p> <p><b>RI.1.2</b> Main Topic, Retell, Key Details</p> <p><b>RI.1.3</b> Describe, Connection, Individuals, Events, Ideas, Information</p> <p><b>RI.1.4</b> Ask, Understand, Prove, Story Content</p> <p><b>RI.1.6</b> Explain, Narrator, Name, Identify, Tell, Difference, Examining</p> <p><b>RI.1.7</b> Interpret, Characters, Illustrations, Identify, Explain, Understand, Story Elements</p> <p><b>RI.1.8</b> Reasons, Support, Explain, Recognize, Author's Reasoning</p> <p><b>RF.1.1A</b> Understand, Organized, Identify, Capitalization, Punctuation</p> <p><b>RF.1.2</b> Identify, Vowels, Syllable, Produce, Pronounce, Discern, Phoneme</p> <p><b>RF.1.3</b> Identify, Recognize, Digraphs, Produce, Decode, Strategies, Irregular, Vowel Patterns, Spelling, Accurately</p> <p><b>RF.1.4</b> Read, Know, Self-Monitoring, Self-Correcting, Make, Reread, Use Pictures, Expression, Rate, Inflection, Context</p> <p><b>W.1.3</b> Narrative, Events, Sequence, Temporal Words</p> <p><b>W.1.5</b> Question, Reflect, Add Descriptive Words, Spelling, Grammar, Punctuation</p> <p><b>W.1.6</b> Use, Technology, Create, Publish, Collaborate, Peers <b>W.1.7</b> Contribute, Use, Collaboration</p> <p><b>W.1.8</b> Notes, Research, Background Knowledge</p>	<p><b>SL.1.6</b> Express Thoughts, Feelings, Speak</p> <p><b>L.1.1</b> Form, Uppercase, Lowercase, Sizing, Spacing, Common Nouns, Proper Nouns, Possessive Nouns, Provide Examples, Demonstrate, Singular, Plural, Personal, Verbs, Adjectives, Conjunctions</p> <p><b>L.1.2</b> Recognize, Capitalize, Identify, Punctuation, Recognize, Comma, Purpose, Function, Series, Apply, Knowledge, Phonemic Awareness, Spelling Conventions, Inventive Spelling</p> <p><b>L.1.5</b> Group, Categories, Logically, Belong, Identify, Attributes, Extend, Definition</p> <p><b>L.1.6</b> Conjunctions, Listen, Share, Responding</p>
<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>

**(Tier III) Resources:**

- Differentiated Texts Unit 1-3.pdf
- Differentiated Texts Unit 4-6.pdf
- Progress Monitoring Foundational Skills.pdf
- Unit 4 Decodable Readers.pdf

Modify activities/assignments/projects

- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or re-take assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

**(Tier II) Resources:**

- Tier II Interventions for Comprehension.pdf
- Tier II Interventions for Fluency.pdf
- Tier II Interventions for Phonics.pdf
- Tier II Interventions for Phonological Awareness.pdf
- Tier II Interventions for Vocabulary.pdf

- Review student individual I&RS plan for instructional, assessment, and environmental supports.
- Provide students with flexible seating options while reading depending on need or preference.
- Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.
- Oral reading & oral response options can be used for assignments.
- Extra time for completing tasks, checklists and other tasks.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.
- Provide samples and model each step of the writing process as needed.
- Use sticky notes to annotate

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<p style="text-align: center;"><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fluency.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>	<p style="text-align: center;"><b>(ELL/Newcomer) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Newcomers Language Transfer Handbook English.pdf</li> <li>■ Oral Language Sentence Frames.pdf</li> <li>■ Newcomer Cards.pdf</li> <li>■ Newcomer Teacher's Guide.pdf</li> <li>■ Newcomer Start Smart Visuals.pdf</li> <li>■ Newcomer Unit 4 Visuals.pdf</li> </ul> <p><b>**For additional bilingual resources, please see McGrawHill website in Resource Library**</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>
Extensions for Gifted Students	Required/Suggested Activities
<p style="text-align: center;"><b>(Copy From Previous Curriculum) Resources:</b></p> <p>Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> </ul>	<p><b>Required:</b></p> <p>Do Now/Warm-Up</p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> </ul>

<ul style="list-style-type: none"> <li>• Small Group Enrichment</li> <li>• Individual Enrichment</li> <li>• Higher-Level Text</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable Objective</li> <li>• Identify and review objectives for lesson</li> <li>• Centers</li> <li>• Guided Reading utilizing Before, During, and After activities</li> </ul> <p>Intervention/Remediation</p> <p><b>Suggested:</b></p> <p>Projects</p> <ul style="list-style-type: none"> <li>• Academic Games</li> <li>• Daily 5</li> </ul>
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Unit # 5	
Unit Title	See It, Sort It
Reading Genre(s)	Week 1: Fantasy Week 2: Fantasy Week 3: Biography Week 4: Realistic Text Week 5: Informational Text
Writing Tasks	Writing about the Text: <ul style="list-style-type: none"> <li>• Opinion (Wk 1, 5)</li> <li>• Informational (Wk 2,3)</li> <li>• Narrative (Wk 4)</li> </ul> Writing Trait: <ul style="list-style-type: none"> <li>• Sentence Fluency: Vary Sentence Length (wk 1)</li> <li>• Word Choice: Strong Verbs (Wk 2)</li> <li>• Organization: Order of events (wk3)</li> </ul>



	<ul style="list-style-type: none"> <li>● Sentence Fluency: Vary Sentence Beginnings (wk4)</li> <li>● Ideas: Give Reasons for an Opinion (wk 5)</li> </ul> <p>Review Trait:</p> <ul style="list-style-type: none"> <li>● Word Choice: Descriptive Words (wk 1)</li> <li>● Ideas: Focus on an Idea (wk 2)</li> <li>● Fluency: Varying Sentence Length (wk 3)</li> <li>● Organization: Beginning/ Middle/End (wk 4)</li> <li>● Organization: Concluding Statement (wk 5)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Words That Join (wk 1)</li> <li>● Adjectives (wk 2, 3)</li> <li>● Using a, an, this, and that (wk 4)</li> <li>● Prepositions/ Prepositional Phrases (wk 5)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>● Expert and Student Models; Plan; Draft (Wk 4)</li> <li>● Revise; Edit and Proofread; Publish, Present, and Evaluate (Wk 5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>● Capitalize (wk 1-5)</li> <li>● Proper nouns (wk 1)</li> <li>● End marks (wk 2)</li> <li>● Days Months, Holidays ( wk 3)</li> <li>● Underline Book Titles (wk4)</li> <li>● Abbreviations (wk 5)</li> </ul> <p>Extended Writing:</p> <ul style="list-style-type: none"> <li>● How-To Article (wk 4, 5)</li> </ul> <p>Writing Process:</p> <ul style="list-style-type: none"> <li>● Expert and Student Models; Plan; Draft (wk 4)</li> <li>● Revise; Edit and Proofread; Publish, Present, and Evaluate (wk 5)</li> </ul>
Recommended Pacing	5 weeks

Unit Summary	During this unit, the students will be focusing on the different ways we can classify and categorize things. We will discuss the ways we can sort things, such as by size, color, shape.
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>• 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</p>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>The Squeaky Bed</i> and <i>The Story of a Robot Inventor</i> .
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 2

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Readers can read fiction and nonfiction stories to understand and connect to the world around them.</li> <li>• Readers can read closely to determine the cause and effect of a text.</li> <li>• Readers can read closely to identify the problem and solution in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we make sense of the world around us?</li> <li>• How can we classify and categorize things?</li> <li>• What can you see in the sky?</li> <li>• What inventions do you know about?</li> <li>• What sounds can you hear? How are they made?</li> </ul>

<ul style="list-style-type: none"> <li>• Students will use speaking and listening skills they have learned to communicate effectively.</li> <li>• Students can improve their reading and writing by understanding phonics skills.</li> <li>• Writers can use their writing to tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• How do things get built?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers - <u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill In addition to weekly units in <u>Wonders</u> Program</p> <p><u>Phonics Instruction</u>: Souday Essentials 1</p> <p><b>Wonders Unit 5, Week 1</b></p> <p><b>“Goldilocks,”</b> <u>Interactive Read Aloud</u></p> <ul style="list-style-type: none"> <li>• Make and Confirm Predictions <b>SL.1.1, RL.1.1</b></li> </ul> <p><b>“A Barn Full of Hats,”</b> <u>RW Workshop</u>,</p> <ul style="list-style-type: none"> <li>• Make and Confirm Predictions <b>SL.1.1, RL.1.1</b></li> <li>• Point of View <b>RL.1.6, RL.1.4</b></li> </ul> <p><b>“A Lost Button,”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Make and Confirm Predictions <b>SL.1.1, RL.1.1</b></li> <li>• Point of View <b>RL.1.6, RL.1.4</b></li> </ul> <p><b>“Sort it Out,”</b> <u>Literature Anthology</u></p> <ul style="list-style-type: none"> <li>• Use Illustrations and Details in a Text <b>RI.1.7</b></li> </ul> <p><b>Leveled Readers</b></p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">Scholastic</a></li> <li>• <a href="#">Reading Wonders: McGraw Hill</a></li> <li>• i-Ready</li> </ul> <p>*Please see tier</p>

- **Approaching Level**
  - Nuts for Winter
- **On Level**
  - Dog Bones
- **Beyond Level**
  - Spark’s Toys

**Wonders Unit 5, Week 2**

**“Why the Sun and Moon Are in the Sky”, Interactive Read Aloud**

- Make and Confirm Predictions **SL.1.1, RL.1.1**

**“A Bird Named Fern,” RW Workshop**

- Make and Confirm Predictions **SL.1.1, RL.1.1**
- Cause and Effect **RL.1.3**

**“Kitten’s First Full Moon,” Literature Anthology**

- Make and Confirm Predictions **SL.1.1, RL.1.1**
- Cause and Effect **RL.1.3**

**“The Moon”, Literature Anthology**

- Make Text-to-Text Connections **RI.1.9**

**Leveled Readers**

- **Approaching Level**
  - Little Blue’s Dream
- **On Level**
  - Hide and Seek!
- **Beyond Level**
  - The Foxes Build a Home

**Wonders Unit 5, Week 3**

**“Great Inventions”, Interactive Read Aloud**

<ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> <li>● <a href="#">Collaborative Discussion</a></li> </ul> <p><b>“The Story of a Robot Inventor”</b>, <a href="#">RW Workshop</a>,</p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> <li>● Connections within Text - Problem and Solution <b>RI.1.3</b></li> </ul> <p><b>“Thomas Edison, Inventor”</b>, <a href="#">Literature Anthology</a>,</p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> <li>● Connections within Text - Problem and Solution <b>RI.1.3</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ The Wright Brothers</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ The Wright Brothers</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ The Wright Brothers</li> </ul> </li> </ul> <p><b>Wonders Unit 5, Week 4</b></p> <p><b>“The Squeaky Bed”</b> <a href="#">Interactive Read Aloud</a></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>SL.1.1</b></li> </ul> <p><b>“Now, What’s that Sound?”</b> <a href="#">RW Workshop</a></p> <ul style="list-style-type: none"> <li>● Point of View <b>RI.1.8</b></li> <li>● Decode Regularly Spelled One-Syllable Words <b>RF.1.3B</b></li> <li>● Recognize and Read Grade-Appropriate Irregularly spelled words <b>RF.1.3G</b></li> </ul> <p><b>“Whistle for Willie”</b> <a href="#">Literature Anthology</a></p> <ul style="list-style-type: none"> <li>● Character, Setting, Plot Using Key Details <b>RL.1.3</b></li> </ul> <p><b>Wonders Unit 5, Week 5</b></p>	
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<p><b>“The Sheep and the Pig Who Set Up House”, <u>Interactive Read Aloud</u></b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> </ul> <p><b>“The Joy of a Ship”, <u>RW Workshop</u></b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> <li>● Cause and Effect <b>RI.1.3</b></li> </ul> <p><b>“Building Bridges”, <u>Literature Anthology</u>, pp 260-267</b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> <li>● Cause and Effect <b>RI.1.3</b></li> </ul> <p><b>“Small Joy”, <u>Literature Anthology</u>, pp 268-269</b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Questions <b>RI.1.1</b></li> <li>● Make Connections <b>RI.1.9</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ What is a Yurt?</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ What is a Yurt?</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ What is a Yurt?</li> </ul> </li> </ul>	
<p><b>District/School Formative Assessments</b></p>	<p><b>District/School Summative Assessments</b></p>
<ul style="list-style-type: none"> <li>● Reading Wonders Weekly</li> <li>● Anecdotal Records</li> <li>● Writing Portfolios</li> <li>● i-Ready Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready Diagnostic</li> <li>● Unit Assessments</li> </ul>
<p><b>Instructional Best Practices</b></p>	

<ul style="list-style-type: none"> <li>● Identifying Similarities and Difference</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Independent Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Learning Centers</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Gradual Release of Responsibility</li> </ul>	<p>Managing response rates</p> <ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts, and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p><b>9.1.4.B.5</b> Identify ways to earn and save.</p> <p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p>	<p><b>I can...</b>  <b>9.1.4.B.5</b>  1. Identify ways to earn money  2. Identify ways to save money  Lesson:  <a href="https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf">https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf</a></p> <p><b>RL.1.1</b>  <b>A. Defining and Identifying Key Details</b>  1. Define what a key detail is in a story.  2. Identify the key details in the story.</p>

<p><b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><b>B.Using 5 W's to ask and answer questions about Key Details</b>  3. Recall the key details from the story.  4. Answer text based and teacher created questions about key details in the story.  5. Ask questions about key details in the story, with support from the teacher.  6. Answer questions using the key details from the story with support from the teacher.  7. Ask who, what, where, when, why, and how something happens in a story.  8. Answer who, what, where, when, why, and how something happens in a story</p> <p><b>RL.1.2.</b>  <b>A. Identify Main Idea and Key Detail:</b>  1. Explain what a central message is in a story.  2. Identify the central idea/message of a story.  3. Identify the key details of a story.</p> <p><b>B. Retell:</b>  4. Retell using the key details from the story.  5. Retell the story in your own words.</p> <p><b>RL.1.4</b>  <b>A. Identify Feeling Words</b>  1. List the five senses.  2. Create a list of feeling words that students will come across in a story that relates to the five senses.</p> <p><b>B. Recognize Feeling Words</b>  3. Identify feeling words/phrases when they come across the story.</p>
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<p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p>4. Explain which sense the feeling words/phrases are identified with.</p> <p><b>RL.1.7</b> <b>A. Using Illustrations</b></p> <ol style="list-style-type: none"> <li>1. Explain how the illustrations helps better understand the story.</li> <li>2. Identify how the illustrations help describe the characters.</li> <li>3. Identify how the illustrations help describe the setting.</li> <li>4. Identify how the illustrations help describe the events that happen in the story (plot, problem, and solution).</li> </ol> <p><b>B. Using Text Details</b></p> <ol style="list-style-type: none"> <li>5. Explain how the story details helps better understanding of the story.</li> <li>6. Identify how the story details help describe the characters.</li> <li>7. Identify how the story details help describe the setting.</li> <li>8. Describe the story elements using story details (plot, problem, and solution).</li> </ol> <p><b>RL.1.9</b> <b>A. Identify Characters and their Experiences</b></p> <ol style="list-style-type: none"> <li>1. Identify the characters in stories.</li> <li>2. Describe the character’s experiences in the story.</li> <li>3. Describe how the characters solve their problems.</li> </ol> <p><b>B. Compare and Contrast the Character’s experiences</b></p> <ol style="list-style-type: none"> <li>4. Explain the similarities of the character’s experiences in the story.</li> <li>5. Explain the differences between the character’s experiences in the story.</li> <li>6. Identify similarities between what happened to the characters in the stories.</li> </ol>
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**RL.1.10**

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

7. Identify differences between what happened to the characters in the stories.

**RL.1.10****Stories****A. Whole Group Reading**

1. Read aloud the stories in a whole group setting.
2. Respond to questions about what they read in a whole group setting.
3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).

**B. Small Group Reading**

4. Read aloud the stories in a small group setting.
5. Answer questions about what they read in a small group setting.
6. Model proper reading habits in a small reading group.
7. Model learned reading strategies when reading a text in a small group setting.

**C. Independent Reading**

8. Read the stories independently.
9. Answer questions about what they read independently.
10. Model proper reading habits in a small reading group.
11. Model learned reading strategies when reading a text in a small group setting.

**Poetry****A. Whole Group Reading**

1. Read aloud the poems in a whole group setting.

<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p>	<p>2. Respond to questions about what they read in a whole group setting</p> <p>3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b></p> <p>4. Read aloud the poems in a small group setting.</p> <p>5. Answer questions about what they read in a small group setting.</p> <p>6. Model proper reading habits in a small reading group.</p> <p>7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b></p> <p>8. Read the poems independently.</p> <p>9. Answer questions about what they read independently.</p> <p>10. Model proper reading habits in a small reading group.</p> <p>11. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>RI.1.1</b></p> <p><b>A. Define, Identify and Recall Key Details</b></p> <p>1. Define what a key detail is in a text.</p> <p>2. Identify the key details in the text.</p> <p>3. Recall the key details from the text.</p> <p><b>B. Recalling Information</b></p> <p>4. Answer text based and teacher created questions about key details in the text.</p> <p>5. Ask questions about key details in the text, with support from the teacher.</p>
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<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.7</b> Use illustrations and details in a text to describe its key details.</p>	<p>6. Answer questions using the key details from the text with support from the teacher. 7. Ask who, what, where, when, why, and how something happens in a text. 8. Answer who, what, where, when, why, and how something happens in a text</p> <p><b>RI.1.2</b> <b>A. Main Idea and Key Details:</b> 1. Identify the main topic of a text. 2. Identify the key details of a text. <b>B. Retell:</b> 3. Retell using the key details of the text. 4. Retell the text in your own words.</p> <p><b>RI.1.4</b> <b>A. Identify Unknown Vocabulary</b> 1. Identify words in a text where the meaning is unclear. 2. Identify words in a text where the meaning is unknown. <b>B. Understanding Unknown Vocabulary</b> 3. Ask questions using text content to help understand what words and phrases mean in the text. 4. Answer questions using text content to help understand what words and phrases mean in the text 5. Use strategies when faced with an unknown word. (keep reading, look at illustration, teacher example) 6. Explain understanding of what the unknown word or phrases mean in an</p> <p><b>RI.1.7</b></p>
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<p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>A. Identify and Analyze Text Illustrations</b>  1. Identify an illustration that helps describe the key details.  2. Explain how illustrations describe important key details.  3. Analyze illustrations to develop a better understanding of the text.  4. Describe a text using the details from the illustration.</p> <p><b>RI.1.8</b>  <b>A. Identify and Support for Author’s Purpose</b>  1. Identify the key points the author is making in a text.  2. Tell the author’s reasoning by finding support within the text.  3. Explain how this information is useful.</p> <p><b>RI.1.9</b>  <b>A. Comparing Illustrations in Texts with same topic</b>  1. Describe the texts that are read using the illustrations in the text.  2. Identify the similarities between the illustrations in two different texts on the same topic.  3. Identify the differences between the illustration in two different texts on the same topic.</p> <p><b>B. Comparing descriptions in texts with the same topic</b>  4. Describe the texts that are read using the text descriptions.  5. Identify similarities between the descriptions in two different texts on the same topic.  6. Identify differences between the descriptions in two different texts on the same topic.</p> <p><b>C. Comparing Procedures in texts with the same topics</b>  7. Describe the texts that are read using the procedures in the text.</p>
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<p><b>RI.1.10</b> With prompting and support, read informational texts at grade level complexity or above.</p> <p><b>RF.1.1A</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p><b>RF.1.2</b> 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.</p>	<p>8. Identify the similarities between the procedures in two different texts on the same t topic. 9. Identify differences between the procedures in two different texts on the same topic.</p> <p><b>RI.1.10</b> <b>A. Whole Group Reading</b> 1. Read aloud the text in a whole group setting. 2. Respond to questions about what they read in a whole group setting. 3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b> 4. Read aloud the text in a small group setting. 5. Answer questions about what they read in a small group setting. 6. Model proper reading habits in a small reading group. 7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b> 8. Read the text independently. 9. Answer questions about what they read independently. 10. Model proper reading habits in a small reading group. 11. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>RF.1.1A</b> 1. Understand how a sentence is organized 2. Identify the first word of a sentence</p>
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<p><b>RF.1.2.A.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>RF.1.2.B.</b> Orally produce single-syllable words by blending sounds</p> <p><b>RF.1.2.C.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>RF.1.2.D.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.3.A.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>RF.1.2.B.</b> Orally produce single-syllable words by blending sounds</p> <p><b>RF.1.3.C.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>RF.1.3.D.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p><b>RF.1.3.E.</b> Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<p><b>RF.1.2A; RF.1.2B; RF.1.2C; RF.1.2D</b></p> <ol style="list-style-type: none"> <li>1. Identify long and short vowel sounds in single syllable words</li> <li>2. Produce the sound for each letter and blend to make a word</li> <li>3. Take apart a word by sounds</li> <li>4. Discern letter sounds at the beginning, middle, and end of words</li> <li>5. Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> <li>6. Determine each phoneme of spoken one-syllable words</li> </ol> <p><b>RF.1.3A; RF.1.3B; RF.1.3C; RF.1.3D; RF.1.3E</b></p> <ol style="list-style-type: none"> <li>1. Identify digraphs in orally produced words</li> <li>2. Produce the letters that make the sounds in words with digraphs</li> <li>3. Use specific strategies to decode words with digraphs</li> <li>4. Produce the letter sounds to make a one-syllable word</li> <li>5. Identify irregularly spelled words when reading</li> <li>6. Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>7. Identify long and short vowels when reading one-syllable words</li> <li>8. Accurately read both long and short vowels in common one-syllable words</li> <li>9. Use specific strategies to decode words using syllables</li> <li>10. Recognize the vowel sound in every syllable</li> </ol> <p><b>RF.1.4A; RF.1.4B; RF.1.4C</b></p>
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<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.1.4.A.</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.1.4.B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.1.4.C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>W.1.3</b> 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.</p> <p><b>W.1.5</b> 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</p> <p><b>W.1.6</b></p>	<ol style="list-style-type: none"> <li>1. Understand grade-level text when reading</li> <li>2. Read grade-level text aloud, making minimal errors</li> <li>3. Use an appropriate rate when reading aloud</li> <li>4. Use appropriate expression and inflection when reading text aloud</li> <li>5. Use appropriate self-correction strategies to read words and for understanding</li> <li>6. Reread text to better understand what was read, when necessary</li> </ol> <p><b>W.1.3·</b></p> <ol style="list-style-type: none"> <li>1. Tell events in a sequence</li> <li>2. Describe events using details</li> <li>3. Use sequence words to show order of events (e.g., now, when, then)</li> <li>4. End with a closing sentence</li> </ol> <p><b>W.1.5</b> <b>A. Detailed Writing</b></p> <ol style="list-style-type: none"> <li>1. Explain what was written when questions are asked by adults and peers</li> <li>2. Reflect on writing and make changes</li> <li>3. Add descriptive words and details</li> </ol>
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<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.1.A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.1.1.B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1.C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3.</b></p>	<p>4. Attempt to recognize and correct spelling, grammar and punctuation errors</p> <p>5. Editing lesson should reflect Language Standards 1, 2, and 3.</p> <ul style="list-style-type: none"> <li>● Use singular and plural nouns to match verbs</li> <li>● Use personal pronouns</li> <li>● Use possessive pronouns</li> <li>● Use indefinite pronouns</li> <li>● Use verbs to convey past, present, and future</li> <li>● Use frequently occurring adjectives</li> <li>● Use frequently occurring conjunctions</li> <li>● Use determiners (articles, demonstratives)</li> <li>● Capitalize dates</li> <li>● Capitalize names of people</li> <li>● Use ending punctuation</li> <li>● Use commas in dates and to separate single words</li> <li>● Use conventional spelling for words with common spelling patterns</li> <li>● Spell untaught words phonetically</li> </ul> <p><b>W.1.6</b></p> <p>1. Use technology to create and publish writing, with support when necessary</p> <p>2. Use technology to collaborate with peers, with adult support when necessary</p> <p><b>SL.1.1A; SL.1.1B; SL.1.1C;</b></p> <p>1. Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners)</p>
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<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p><b>L1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.1.D.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>L.1.1.E.</b></p>	<p>2. Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</p> <p>3. Ask question(s) when confused about a discussion</p> <p><b>SL.1.2</b> 1. Ask and answer questions about a text read aloud or information through other media to better student understanding 2. Practice asking questions for clarification of key details 3. Actively listen to presented information to answer questions</p> <p><b>SL.1.3·</b> 1. Use strategies for asking questions that are on a topic 2. Use strategies for understanding and answering questions asked of them</p> <p><b>SL.1.4·</b> 1. Describe familiar people 2. Tell about familiar places 3. Describe memorable events 4. Explain familiar events 5. Report facts and details about experiences feelings and emotions</p> <p><b>SL.1.5·</b> 1. Add visuals in order to present detailed information to others 2. Construct drawings or gather other visual media when describing</p>
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<p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.1.F.</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.G.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.H.</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.I.</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.1.1.J.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.2.A.</b> Capitalize dates and names of people.</p> <p><b>L.1.2.B.</b> Use end punctuation for sentences.</p> <p><b>L.1.2.C.</b> Use commas in dates and to separate single words in a series.</p> <p><b>L.1.2.D.</b></p>	<p>3. Present information to others using appropriate visual displays to clearly express ideas</p> <p><b>SL.1.6</b></p> <ol style="list-style-type: none"> <li>Express thoughts and feelings and ideas in complete sentences</li> <li>Speak audibly to naturally express ideas</li> </ol> <p><b>L.1.1D; L.1.1E; L.1.1F; L.1.1G; L.1.1H; L.1.1I; L.1.1J</b></p> <ol style="list-style-type: none"> <li>Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</li> <li>Identify different tenses of verbs in reading</li> <li>Explain how verbs can express past, present, and future</li> <li>Use verb tense to express past, present, and future in writing</li> <li>Identify adjectives and explain their function in reading</li> <li>Use common adjectives in writing</li> <li>Identify conjunctions and explain their function in reading</li> <li>Use common conjunctions in writing</li> <li>Identify determiners and explain their function in reading</li> <li>Use determiners in writing</li> <li>Identify and explain the purpose of prepositions in reading</li> <li>Use prepositional words in writing</li> <li>Demonstrate sentence variety in speaking and writing</li> </ol> <p><b>L.1.2A; L.1.2B; L.1.2C; L.1.2D; L.1.2E</b></p> <ol style="list-style-type: none"> <li>Understand that dates and names are capitalized</li> </ol>
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<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.E.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.4.A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4.B.</b> Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p><b>L.1.4.C.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5.C.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.5.D.</b></p>	<ol style="list-style-type: none"> <li>2. Recognize proper nouns when reading and apply when writing</li> <li>3. Apply knowledge of ending punctuation to writing</li> <li>4. Apply rules for using commas in writing to dates and to single word series</li> <li>5. Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>6. Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> </ol> <p><b>L.1.4A; L.1.4B; L.1.4C</b></p> <ol style="list-style-type: none"> <li>1. Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li> <li>2. Explain the meaning of common affixes</li> <li>3. Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li> <li>4. Use knowledge of common affixes and inflection to understand words</li> <li>5. Apply root words and their inflectional forms in reading, writing and speaking</li> <li>6. Consistently decode words using the meaning of affixes root word, and inflection as a clue</li> </ol> <p><b>L.1.5C; L.1.5D</b></p> <ol style="list-style-type: none"> <li>1. Use and understand words that are rich in meaning in reading, speaking, and writing</li> </ol>
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<p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>L.1.6.</b> 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).</p>	<p>2. Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</p> <p>3. Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives</p> <p><b>L.1.6.</b></p> <p>1. Use vocabulary accurately in speaking and writing</p> <p>2. Demonstrate using conjunctions in speaking and writing</p> <p>3. Listen, share and read a variety of texts</p>
<p style="text-align: center;"><b>Writing Tasks</b></p>	
<p style="text-align: center;"><b><u>Primary Focus</u></b></p> <p style="text-align: center;">Portfolio Pieces: How-to Writing</p> <ul style="list-style-type: none"> <li>● Writing Task: Opinion Sentence or Response to reading</li> <li>● Writing Prompts/Sentence Starters</li> </ul>	<p style="text-align: center;"><b><u>Secondary Focus (Grammar and Vocabulary)</u></b></p> <ul style="list-style-type: none"> <li>● Words That Join</li> <li>● Adjectives</li> <li>● Using a, an, this, and that</li> <li>● Prepositions/ Prepositional Phrases <ul style="list-style-type: none"> <li>● Capitalize</li> <li>● Proper nouns</li> <li>● End marks</li> </ul> </li> <li>● Days Months, Holidays</li> <li>● Underline Book Titles <ul style="list-style-type: none"> <li>● Abbreviations</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>● Quick Write</li> <li>● Exit Ticket / DOL <ul style="list-style-type: none"> <li>● Do Now</li> </ul> </li> </ul>

Content Vocabulary	
Weekly unit vocabulary - <u>Wonders</u> Readers' Workshop by McGraw-Hill	
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Pair-Share</li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Student-led presentations</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral Presentations</li> <li>• Oral Reading</li> <li>• Oral response to questions</li> <li>• Book talk</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings</li> <li>• Reader's Theater</li> <li>• Oral Report</li> <li>• Reading and Writing Projects</li> <li>• Literature Circle</li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><b>Math/Science:</b> Students will use sorting/classifying techniques using a concept sort. A concept sort is a vocabulary and comprehension strategy used with students to introduce new topics and/or familiarize students with new vocabulary. Concept Sorts can be used before reading to gather students' prior knowledge about the upcoming content, or can be used after reading to assess students' understanding of the concepts that were presented to them. Additionally, these sorts help students use critical thinking skills by creating categories for groups of words as they sort them</p>	<p> <a href="http://www.GetEpic.com">www.GetEpic.com</a>  <a href="http://www.brainpopjr.com">www.brainpopjr.com</a>  <a href="http://www.Iready.com">www.Iready.com</a>  <a href="http://www.seesaw.com">www.seesaw.com</a> </p>

<p>based on each word's meaning. Have students brainstorm a list of words from reading material or an upcoming unit, lesson, or text (sometimes the word list may need to be provided by the teacher). Students then discuss each word and place it in its correct category; categories can either be defined by the teacher or students.</p> <p><a href="https://www.readwritethink.org/professional-development/strategy-guides/introducing-ideas-vocabulary">https://www.readwritethink.org/professional-development/strategy-guides/introducing-ideas-vocabulary</a></p>	
<p style="text-align: center;"><b>Academic Vocabulary</b></p>	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>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.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>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.</p> <p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in</p>

<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4a Read on-level text with purpose and understanding.</p> <p>RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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.</p>	<p>order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p style="text-align: center;"><b>(Tier III) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Differentiated Texts Unit 1-3.pdf</li> <li>■ Differentiated Texts Unit 4-6.pdf</li> <li>■ Progress Monitoring Foundational Skills.pdf</li> <li>■ Unit 5 Decodable Readers.pdf</li> </ul> <p>Modify activities/assignments/projects</p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> </ul>	<p style="text-align: center;"><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fluency.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual I&amp;RS plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> </ul>



<ul style="list-style-type: none"> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or re-take assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>• Oral reading &amp; oral response options can be used for assignments.</li> <li>• Extra time for completing tasks, checklists and other tasks.</li> <li>• Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>• Provide samples and model each step of the writing process as needed.</li> <li>• Use sticky notes to annotate</li> </ul>
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<p><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fluency.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul>	<p><b>(ELL/Newcomer) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Newcomers Language Transfer Handbook English.pdf</li> <li>■ Oral Language Sentence Frames.pdf</li> <li>■ Newcomer Cards.pdf</li> <li>■ Newcomer Teacher's Guide.pdf</li> <li>■ Newcomer Start Smart Visuals.pdf</li> </ul>

<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>	<p><b>**For additional bilingual resources, please see McGrawHill website in Resource Library**</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>
Extensions for Gifted Students	Required/Suggested Activities
<p><b>(Copy From Previous Curriculum) Resources:</b></p> <p>Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b></p> <p>Do Now/Warm-Up</p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Centers</li> <li>● Guided Reading utilizing Before, During, and After activities</li> </ul> <p>Intervention/Remediation</p> <p><b>Suggested:</b></p>

	Projects <ul style="list-style-type: none"> <li>• Academic Games</li> <li>• Daily 5</li> </ul>
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Unit # 6	
Unit Title	Taking Action
Reading Genre(s)	Week 1 Fantasy Week 2 Informational Text Weeks 3 Realistic Fiction Week 4 Realistic Fiction Week 5 Informational Text
Writing Tasks	Writing about the Text: <ul style="list-style-type: none"> <li>• Write a Letter (Wk 1)</li> <li>• Informational Text (Wk 2)</li> <li>• Write to Sources (Wk 3)</li> <li>• Write a Letter (Wk 4)</li> <li>• Opinion Writing (Wk 5)</li> </ul> Writing Trait: <ul style="list-style-type: none"> <li>• Organization: Paragraph (Wk 1)</li> <li>• Voice: Use Own Voice (Wk 2)</li> <li>• Ideas: Main Idea (Wk 3)</li> <li>• Sentence Fluency: Varying Sentence Types (Wk 4)</li> <li>• Voice: Author's Voice (Week 5)</li> </ul> Review Trait: <ul style="list-style-type: none"> <li>• Word Choice: Strong Verbs (Wk 1)</li> <li>• Organization: Introduce the Topic (Wk 2)</li> <li>• Ideas: Descriptive Details (Wk 3)</li> </ul>

	<ul style="list-style-type: none"> <li>● Organization; Beginning, Middle, End(Wk 4)</li> <li>● Ideas: Give Reasons For Opinions(Wk 5)</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>● Commas in Series (Wk 1)</li> <li>● Capitalize and Underline Titles of Plays (Wk 2)</li> <li>● Commas in Series (Wk 3)</li> <li>● Commas in Dates (Wk 4)</li> <li>● Abbreviations (capitals and periods with Mr., Mrs., Ms., Dr.) (Wk 5)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Pronouns I, you, he, she, it, we, they (Wk 1)</li> <li>● Possessive Pronouns (Wk 2)</li> <li>● Special Pronouns (anyone, everyone, anything, everything, nothing) (Wk 3)</li> <li>● Subjective and Objective Pronouns (Wk 4)</li> <li>● Adverbs That Tell How (Wk 5)</li> </ul>
Recommended Pacing	5 weeks
Unit Summary	In this unit, the students will be focusing on how we can work together to make our lives better. We will discuss some of the rights and responsibilities of people.
Career Readiness, Life Literacies, and Key Skills Standards	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>
Computer Science and Design Thinking (Technology)	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <ul style="list-style-type: none"> <li>• 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</li> </ul>

Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.
Amistad	Unit 2
Holocaust	Unit 2

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Readers can read fiction and nonfiction stories to understand the theme and author's purpose of a text.</li> <li>• Readers can read closely to identify the problem and solution in a text.</li> <li>• Students will use speaking and listening skills they have learned to communicate effectively.</li> <li>• Students can improve their reading and writing by understanding phonics skills.</li> <li>• Writers can use their writing to tell stories.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we work together to make our lives better?</li> <li>• Who helps you?</li> <li>• How can weather affect us?</li> <li>• What traditions do you know about?</li> <li>• Why do we celebrate holidays?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<p><u>Wonders</u> Reading Program Weekly Units - McGraw Hill</p> <ul style="list-style-type: none"> <li>• Leveled Readers -<u>Wonders</u></li> <li>• Intervention Letter Cards</li> </ul> <p><u>WonderWorks</u>- Wonders Intervention Program- McGraw Hill</p> <p>In addition to weekly units in <u>Wonders</u> Program:</p> <p>Phonics Instructions: Sonday Essentials 1</p>	<p><b>Supplementary Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">Scholastic</a></li> <li>• <a href="#">Reading Wonders: McGraw Hill</a></li> <li>• i-Ready</li> </ul> <p>*Please see tier</p>

**Wonders:**

**Wonders Unit 6, Week 1**

**“The Cat’s Bell”, Interactive Read Aloud**

- Reread **RF.1.4B**

**“Super Tools”, RW Workshop,**

- Reread **RF.1.4B**
- Theme **RL.1.2**
- **“Click, Clack, Moo Cows That Type”, Literature Anthology**, Reread **RF.1.4B**
- Theme **RL.1.2**

**“March On!,” Literature Anthology,**

- Reread **RF.1.4B**
- Theme **RI.1.2**

**Leveled Readers**

- **Approaching Level**
  - Two Hungry Elephants
- **On Level**
  - What a Feast!
- **Beyond Level**
  - Beware of the Lion!

**Wonders Unit 6, Week 2**

**“Anansi’s Sons”, Interactive Read Aloud**

- Reread **RF.1.4B**
- [Collaborative Discussion](#)

**“All Kinds of Helpers”, RW Workshop,**

- Reread **RF.1.4B**
- Author’s Purpose **RI.1.8**

**“Meet Rosina”, Literature Anthology**

- Reread **RF.1.4B**
- Author’s Purpose **RI.1.8**

**“Abuelita’s Lap”, Literature Anthology**

- Literary Element: Sensory Words **RL.1.4**

**Leveled Readers**

- **Approaching Level**
  - Helping Me, Helping You!
- **On Level**
  - Helping Me, Helping You!
- **Beyond Level**
  - Helping Me, Helping You!

**Wonders Unit 6, Week 3**

**“Paul Bunyon and the Popcorn Blizzard”, Interactive Read Aloud**

- Visualize **SL.1.2**

**“Wrapped In Ice,” RW Workshop**

- Visualize **SL.1.2**
- Cause and Effect **RI.1.3**

**“Rain School,” Literature Anthology**

- Visualize **SL.1.2**
- Cause and Effect **RL.1.3**

**“Rainy Weather”, Literature Anthology**

- Make Connections **RI.1.9**

**Leveled Readers**

- **Approaching Level**
  - Snow Day

- **On Level**
  - Heat Wave
- **Beyond Level**
  - Rainy Day Fun

#### **Wonders Unit 6, Week 4**

**“Let’s Dance,”** Interactive Read Aloud

- Visualize **SL.1.2**
- Theme **RL.1.2**

**“A Spring Birthday,”** RW Workshop,

- Visualize **SL.1.2**
- Theme **RL.1.2**

**“Lissy’s Friends,”** Literature Anthology,

- Visualize **SL.1.2**
- Theme **RL.1.2**

**“Making Paper Shapes,”** Literature Anthology,

- Visualize **SL.1.2**
- [Collaborative Discussion](#)

#### **Leveled Readers**

- **Approaching Level**
  - The Quilt
- **On Level**
  - Latkes for Sam
- **Beyond Level**
  - Patty Jumps!

#### **Wonders Unit 6, Week 5**

**“Celebrate the Flag,”** Interactive Read Aloud



<ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Author's Purpose <b>RI.1.8</b></li> </ul> <p><b>“Share the Harvest and Give Thanks,”</b> <u>RW Workshop</u>,</p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Author's Purpose <b>RI.1.8</b></li> </ul> <p><b>“Time for Kids: Happy Birthday, U.S.A.!”</b>, <u>Literature Anthology</u>,</p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Author's Purpose <b>RI.1.8</b></li> </ul> <p><b>“Time for Kids: Martin Luther King, Jr. Day”</b>, <u>Literature Anthology</u>,</p> <ul style="list-style-type: none"> <li>● Reread <b>RF.1.4B</b></li> <li>● Make Connections <b>RI.1.9</b></li> </ul> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>● <b>Approaching Level</b> <ul style="list-style-type: none"> <li>○ It's Labor Day!</li> </ul> </li> <li>● <b>On Level</b> <ul style="list-style-type: none"> <li>○ It's Labor Day!</li> </ul> </li> <li>● <b>Beyond Level</b> <ul style="list-style-type: none"> <li>○ It's Labor Day!</li> </ul> </li> </ul>	
District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> <li>● Reading Wonders Weekly</li> <li>● Anecdotal Records</li> <li>● Writing Portfolio</li> <li>● i-Ready Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready EOY Diagnostic</li> </ul>
Instructional Best Practices	

<ul style="list-style-type: none"> <li>● Identifying Similarities and Difference</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Independent Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Learning Centers</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts, and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<b>9.1.4.B.5</b> Identify ways to earn and save.	<b>I can...</b> <b>9.1.4.B.5</b> 1. Identify ways to earn money 2. Identify ways to save money Lesson: <a href="https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf">https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf</a>  <b>RL.1.1</b> <b>A. Defining and Identifying Key Details</b>



<p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>B. Recognize Feeling Words</b> 3. Identify feeling words/phrases when they come across the story. 4. Explain which sense the feeling words/phrases are identified with.</p> <p><b>RL.1.7</b> <b>A. Using Illustrations</b> 1. Explain how the illustrations helps better understand the story. 2. Identify how the illustrations help describe the characters. 3. Identify how the illustrations help describe the setting. 4. Identify how the illustrations help describe the events that happen in the story (plot, problem, and solution).</p> <p><b>B. Using Text Details</b> 5. Explain how the story details helps better understanding of the story. 6. Identify how the story details help describe the characters. 7. Identify how the story details help describe the setting. 8. Describe the story elements using story details (plot, problem, and solution).</p> <p><b>RL.1.9</b> <b>A. Identify Characters and their Experiences</b> 1. Identify the characters in stories. 2. Describe the character’s experiences in the story. 3. Describe how the characters solve their problems.</p> <p><b>B. Compare and Contrast the Character’s experiences</b> 4. Explain the similarities of the character’s experiences in the story. 5. Explain the differences between the character’s experiences in the story.</p>
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**RL.1.10**

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

6. Identify similarities between what happened to the characters in the stories.

7. Identify differences between what happened to the characters in the stories.

**RL.1.10****Stories****A. Whole Group Reading**

1. Read aloud the stories in a whole group setting.

2. Respond to questions about what they read in a whole group setting.

3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).

**B. Small Group Reading**

4. Read aloud the stories in a small group setting.

5. Answer questions about what they read in a small group setting.

6. Model proper reading habits in a small reading group.

7. Model learned reading strategies when reading a text in a small group setting.

**C. Independent Reading**

8. Read the stories independently.

9. Answer questions about what they read independently.

10. Model proper reading habits in a small reading group.

11. Model learned reading strategies when reading a text in a small group setting.

**Poetry****A. Whole Group Reading**

<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p>	<ol style="list-style-type: none"> <li>1. Read aloud the poems in a whole group setting.</li> <li>2. Respond to questions about what they read in a whole group setting</li> <li>3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</li> </ol> <p><b>B. Small Group Reading</b></p> <ol style="list-style-type: none"> <li>4. Read aloud the poems in a small group setting.</li> <li>5. Answer questions about what they read in a small group setting.</li> <li>6. Model proper reading habits in a small reading group.</li> <li>7. Model learned reading strategies when reading a text in a small group setting.</li> </ol> <p><b>C. Independent Reading</b></p> <ol style="list-style-type: none"> <li>8. Read the poems independently.</li> <li>9. Answer questions about what they read independently.</li> <li>10. Model proper reading habits in a small reading group.</li> <li>11. Model learned reading strategies when reading a text in a small group setting.</li> </ol> <p><b>RI.1.1</b> <b>A. Define, Identify and Recall Key Details</b></p> <ol style="list-style-type: none"> <li>1. Define what a key detail is in a text.</li> <li>2. Identify the key details in the text.</li> <li>3. Recall the key details from the text.</li> </ol> <p><b>B. Recalling Information</b></p> <ol style="list-style-type: none"> <li>4. Answer text based and teacher created questions about key details in the text.</li> <li>5. Ask questions about key details in the text, with support from the teacher.</li> </ol>
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<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.7</b></p>	<p>6. Answer questions using the key details from the text with support from the teacher. 7. Ask who, what, where, when, why, and how something happens in a text. 8. Answer who, what, where, when, why, and how something happens in a text</p> <p><b>RI.1.2</b> <b>A. Main Idea and Key Details:</b> 1. Identify the main topic of a text. 2. Identify the key details of a text. <b>B. Retell:</b> 3. Retell using the key details of the text. 4. Retell the text in your own words.</p> <p><b>RI.1.4</b> <b>A. Identify Unknown Vocabulary</b> 1. Identify words in a text where the meaning is unclear. 2. Identify words in a text where the meaning is unknown. <b>B. Understanding Unknown Vocabulary</b> 3. Ask questions using text content to help understand what words and phrases mean in the text. 4. Answer questions using text content to help understand what words and phrases mean in the text 5. Use strategies when faced with an unknown word. (keep reading, look at illustration, teacher example) 6. Explain understanding of what the unknown word or phrases mean in an</p> <p><b>RI.1.7</b></p>
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<p>Use illustrations and details in a text to describe its key details.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>A. Identify and Analyze Text Illustrations</b></p> <ol style="list-style-type: none"> <li>1. Identify an illustration that helps describe the key details.</li> <li>2. Explain how illustrations describe important key details.</li> <li>3. Analyze illustrations to develop a better understanding of the text.</li> <li>4. Describe a text using the details from the illustration.</li> </ol> <p><b>RI.1.8</b></p> <p><b>A. Identify and Support for Author's Purpose</b></p> <ol style="list-style-type: none"> <li>1. Identify the key points the author is making in a text.</li> <li>2. Tell the author's reasoning by finding support within the text.</li> <li>3. Explain how this information is useful.</li> </ol> <p><b>RI.1.9</b></p> <p><b>A. Comparing Illustrations in Texts with same topic</b></p> <ol style="list-style-type: none"> <li>1. Describe the texts that are read using the illustrations in the text.</li> <li>2. Identify the similarities between the illustrations in two different texts on the same topic.</li> <li>3. Identify the differences between the illustration in two different texts on the same topic.</li> </ol> <p><b>B. Comparing descriptions in texts with the same topic</b></p> <ol style="list-style-type: none"> <li>4. Describe the texts that are read using the text descriptions.</li> <li>5. Identify similarities between the descriptions in two different texts on the same topic.</li> <li>6. Identify differences between the descriptions in two different texts on the same topic.</li> </ol> <p><b>C. Comparing Procedures in texts with the same topics</b></p> <ol style="list-style-type: none"> <li>7. Describe the texts that are read using the procedures in the text.</li> </ol>
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<p><b>RI.1.10</b> With prompting and support, read informational texts at grade level complexity or above.</p> <p><b>RF.1.1A</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p><b>RF.1.2</b> 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.</p>	<p>8. Identify the similarities between the procedures in two different texts on the same topic. 9. Identify differences between the procedures in two different texts on the same topic.</p> <p><b>RI.1.10</b> <b>A. Whole Group Reading</b> 1. Read aloud the text in a whole group setting. 2. Respond to questions about what they read in a whole group setting. 3. Model proper reading habits in a whole group setting. (eg. finger pointing, responding to pictures, page turning).</p> <p><b>B. Small Group Reading</b> 4. Read aloud the text in a small group setting. 5. Answer questions about what they read in a small group setting. 6. Model proper reading habits in a small reading group. 7. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>C. Independent Reading</b> 8. Read the text independently. 9. Answer questions about what they read independently. 10. Model proper reading habits in a small reading group. 11. Model learned reading strategies when reading a text in a small group setting.</p> <p><b>RF.1.1A</b> 1. Understand how a sentence is organized 2. Identify the first word of a sentence</p>
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<p><b>RF.1.2.A.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>RF.1.2.B.</b> Orally produce single-syllable words by blending sounds</p> <p><b>RF.1.2.C.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>RF.1.2.D.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.3.A.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>RF.1.3.B.</b> Orally produce single-syllable words by blending sounds</p> <p><b>RF.1.3.C.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>RF.1.3.D.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p><b>RF.1.3.E.</b></p>	<p><b>RF.1.2A; RF.1.2B; RF.1.2C; RF.1.2D</b></p> <ol style="list-style-type: none"> <li>1. Identify long and short vowel sounds in single syllable words</li> <li>2. Produce the sound for each letter and blend to make a word</li> <li>3. Take apart a word by sounds</li> <li>4. Discern letter sounds at the beginning, middle, and end of words</li> <li>5. Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> <li>6. Determine each phoneme of spoken one-syllable words</li> </ol> <p><b>RF.1.3A; RF.1.3B; RF.1.3C; RF.1.3D; RF.1.3E</b></p> <ol style="list-style-type: none"> <li>1. Identify digraphs in orally produced words</li> <li>2. Produce the letters that make the sounds in words with digraphs</li> <li>3. Use specific strategies to decode words with digraphs</li> <li>4. Produce the letter sounds to make a one-syllable word</li> <li>5. Identify irregularly spelled words when reading</li> <li>6. Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>7. Identify long and short vowels when reading one-syllable words</li> <li>8. Accurately read both long and short vowels in common one-syllable words</li> <li>9. Use specific strategies to decode words using syllables</li> <li>10. Recognize the vowel sound in every syllable</li> </ol> <p><b>RF.1.4A; RF.1.4B; RF.1.4C</b></p>
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<p>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.1.4.A.</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.1.4.B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.1.4.C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>W.1.3</b> 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.</p> <p><b>W.1.5</b> 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</p>	<ol style="list-style-type: none"> <li>1. Understand grade-level text when reading</li> <li>2. Read grade-level text aloud, making minimal errors</li> <li>3. Use an appropriate rate when reading aloud</li> <li>4. Use appropriate expression and inflection when reading text aloud</li> <li>5. Use appropriate self-correction strategies to read words and for understanding</li> <li>6. Reread text to better understand what was read, when necessary</li> </ol> <p><b>W.1.3·</b></p> <ol style="list-style-type: none"> <li>1. Tell events in a sequence</li> <li>2. Describe events using details</li> <li>3. Use sequence words to show order of events (e.g., now, when, then)</li> <li>4. End with a closing sentence</li> </ol> <p><b>W.1.5</b> <b>A. Detailed Writing</b></p> <ol style="list-style-type: none"> <li>1. Explain what was written when questions are asked by adults and peers</li> <li>2. Reflect on writing and make changes</li> <li>3. Add descriptive words and details</li> </ol>
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<p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.1.A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.1.1.B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1.C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3.</b></p>	<p>4. Attempt to recognize and correct spelling, grammar and punctuation errors</p> <p>5. Editing lesson should reflect Language Standards 1, 2, and 3.</p> <ul style="list-style-type: none"> <li>● Use singular and plural nouns to match verbs</li> <li>● Use personal pronouns</li> <li>● Use possessive pronouns</li> <li>● Use indefinite pronouns</li> <li>● Use verbs to convey past, present, and future</li> <li>● Use frequently occurring adjectives</li> <li>● Use frequently occurring conjunctions</li> <li>● Use determiners (articles, demonstratives)</li> <li>● Capitalize dates</li> <li>● Capitalize names of people</li> <li>● Use ending punctuation</li> <li>● Use commas in dates and to separate single words</li> <li>● Use conventional spelling for words with common spelling patterns</li> <li>● Spell untaught words phonetically</li> </ul> <p><b>W.1.6</b></p> <p>1. Use technology to create and publish writing, with support when necessary</p> <p>2. Use technology to collaborate with peers, with adult support when necessary</p> <p><b>SL.1.1A; SL.1.1B; SL.1.1C;</b></p> <p>1. Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners)</p>
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<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p><b>L1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.1.D.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>L.1.1.E.</b></p>	<p>2. Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</p> <p>3. Ask question(s) when confused about a discussion</p> <p><b>SL.1.2</b> 1. Ask and answer questions about a text read aloud or information through other media to better student understanding 2. Practice asking questions for clarification of key details 3. Actively listen to presented information to answer questions</p> <p><b>SL.1.3·</b> 1. Use strategies for asking questions that are on a topic 2. Use strategies for understanding and answering questions asked of them</p> <p><b>SL.1.4·</b> 1. Describe familiar people 2. Tell about familiar places 3. Describe memorable events 4. Explain familiar events 5. Report facts and details about experiences feelings and emotions</p> <p><b>SL.1.5·</b> 1. Add visuals in order to present detailed information to others 2. Construct drawings or gather other visual media when describing</p>
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<p>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.1.F.</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.G.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.H.</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.I.</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.1.1.J.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.2.A.</b> Capitalize dates and names of people.</p> <p><b>L.1.2.B.</b> Use end punctuation for sentences.</p> <p><b>L.1.2.C.</b> Use commas in dates and to separate single words in a series.</p> <p><b>L.1.2.D.</b></p>	<p>3. Present information to others using appropriate visual displays to clearly express ideas</p> <p><b>SL.1.6</b></p> <ol style="list-style-type: none"> <li>1. Express thoughts and feelings and ideas in complete sentences</li> <li>2. Speak audibly to naturally express ideas</li> </ol> <p><b>L.1.1D; L.1.1E; L.1.1F; L.1.1G; L.1.1H; L.1.1I; L.1.1J</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</li> <li>2. Identify different tenses of verbs in reading</li> <li>3. Explain how verbs can express past, present, and future</li> <li>4. Use verb tense to express past, present, and future in writing</li> <li>5. Identify adjectives and explain their function in reading</li> <li>6. Use common adjectives in writing</li> <li>7. Identify conjunctions and explain their function in reading</li> <li>8. Use common conjunctions in writing</li> <li>9. Identify determiners and explain their function in reading</li> <li>10. Use determiners in writing</li> <li>11. Identify and explain the purpose of prepositions in reading</li> <li>12. Use prepositional words in writing</li> <li>13. Demonstrate sentence variety in speaking and writing</li> </ol> <p><b>L.1.2A; L.1.2B; L.1.2C; L.1.2D; L.1.2E</b></p> <ol style="list-style-type: none"> <li>1. Understand that dates and names are capitalized</li> </ol>
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<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.E.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.4.A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4.B.</b> Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p><b>L.1.4.C.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5.C.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.5.D.</b></p>	<ol style="list-style-type: none"> <li>2. Recognize proper nouns when reading and apply when writing</li> <li>3. Apply knowledge of ending punctuation to writing</li> <li>4. Apply rules for using commas in writing to dates and to single word series</li> <li>5. Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>6. Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> </ol> <p><b>L.1.4A; L.1.4B; L.1.4C</b></p> <ol style="list-style-type: none"> <li>1. Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li> <li>2. Explain the meaning of common affixes</li> <li>3. Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li> <li>4. Use knowledge of common affixes and inflection to understand words</li> <li>5. Apply root words and their inflectional forms in reading, writing and speaking</li> <li>6. Consistently decode words using the meaning of affixes root word, and inflection as a clue</li> </ol> <p><b>L.1.5C; L.1.5D</b></p> <ol style="list-style-type: none"> <li>1. Use and understand words that are rich in meaning in reading, speaking, and writing</li> </ol>
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<p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>L.1.6.</b> 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).</p>	<p>2. Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</p> <p>3. Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives</p> <p><b>L.1.6.</b></p> <p>1. Use vocabulary accurately in speaking and writing</p> <p>2. Demonstrate using conjunctions in speaking and writing</p> <p>3. Listen, share and read a variety of texts</p>
<p style="text-align: center;"><b>Writing Tasks</b></p>	
<p style="text-align: center;"><b><u>Primary Focus</u></b></p> <p>Portfolio Pieces: Letter Writing, Opinion Writing</p> <ul style="list-style-type: none"> <li>● Writing Task: Opinion Sentence or Response to reading</li> <li>● Writing Prompts/Sentence Starters</li> </ul>	<p style="text-align: center;"><b><u>Secondary Focus (Grammar and Vocabulary)</u></b></p> <ul style="list-style-type: none"> <li>● Commas in Series</li> <li>● Capitalize and Underline Titles of Plays</li> <li>● Commas in Series</li> <li>● Commas in Dates</li> <li>● Abbreviations (capitals and periods with Mr., Mrs., Ms., Dr.)</li> <li>● Pronouns I, you, he, she, it, we, they</li> <li>● Possessive Pronouns</li> <li>● Special Pronouns (anyone, everyone, anything, everything, nothing)</li> <li>● Subjective and Objective Pronouns</li> <li>● Adverbs That Tell How</li> </ul> <p style="text-align: center;"><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>● Quick Write</li> </ul>



	<ul style="list-style-type: none"> <li>● Exit Ticket / DOL</li> <li>● Do Now</li> </ul>
<b>Content Vocabulary</b>	
Weekly unit vocabulary - <u>Wonders</u> Readers' Workshop by McGraw-Hill	
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>● Whole group discussion</li> <li>● Pair-Share</li> <li>● Small group discussions</li> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● Create audio recordings</li> <li>● Reader's Theater</li> <li>● Oral Report</li> <li>● Reading and Writing Projects</li> <li>● Literature Circle</li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p>Social Studies: Students will discuss ways they can take action to help their communities and demonstrate tolerance and acceptance for the people who live in their community.</p> <p><a href="https://www.readwritethink.org/classroom-resources/lesson-plans/living-dream-acts-kindness">https://www.readwritethink.org/classroom-resources/lesson-plans/living-dream-acts-kindness</a></p>	<p><a href="http://www.GetEpic.com">www.GetEpic.com</a></p> <p><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></p> <p><a href="http://www.Iready.com">www.Iready.com</a></p> <p><a href="http://www.seesaw.com">www.seesaw.com</a></p>

## Academic Vocabulary

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.1.1a Print all upper- and lowercase letters.

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

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

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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

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

RF.1.4a Read on-level text with purpose and understanding.

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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 events in a story, using key details.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

<p>relationships (e.g., because).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>	<p>aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
<p><b>(Tier III) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Differentiated Texts Unit 1-3.pdf</li> <li>■ Differentiated Texts Unit 4-6.pdf</li> <li>■ Progress Monitoring Foundational Skills.pdf</li> <li>■ Unit 6 Decodable Readers.pdf</li> </ul> <p>Modify activities/assignments/projects</p> <ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> </ul>	<p><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fluency.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual I&amp;RS plan for instructional, assessment, and environmental support.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> </ul>

<ul style="list-style-type: none"> <li>● Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>● Pre-teach new vocabulary</li> <li>● Modify Content</li> <li>● Modify Amount of work given</li> <li>● Modify Assessment</li> <li>● Modify Homework</li> <li>● Re-teach skill if needed</li> <li>● Allow student to make test corrections or retake assessment</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<p><b>(Tier II) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Tier II Interventions for Comprehension.pdf</li> <li>■ Tier II Interventions for Fleuncy.pdf</li> <li>■ Tier II Interventions for Phonics.pdf</li> <li>■ Tier II Interventions for Phonological Awareness.pdf</li> <li>■ Tier II Interventions for Vocabulary.pdf</li> </ul> <ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> </ul>	<p><b>(ELL/Newcomer) Resources:</b></p> <ul style="list-style-type: none"> <li>■ Newcomers Language Transfer Handbook English.pdf</li> <li>■ Oral Language Sentence Frames.pdf</li> <li>■ Newcomer Cards.pdf</li> <li>■ Newcomer Teacher's Guide.pdf</li> <li>■ Newcomer Start Smart Visuals.pdf</li> </ul> <p><b>**For additional bilingual resources, please see McGrawHill website in Resource Library**</b></p> <p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> </ul>

<ul style="list-style-type: none"> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<p><b>(Copy From Previous Curriculum) Resources:</b> Extend activities/assignments/projects/assessments</p> <ul style="list-style-type: none"> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> </ul>	<p><b>Required:</b> Do Now/Warm-Up</p> <ul style="list-style-type: none"> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Centers</li> <li>● Guided Reading utilizing Before, During, and After activities</li> </ul> <p>Intervention/Remediation</p> <p><b>Suggested:</b></p> <p>Projects</p> <ul style="list-style-type: none"> <li>● Academic Games</li> <li>● Daily 5</li> </ul>

