



**Course Title:** Language Arts Grade 1  
**Board of Education Adoption Date:** April 25, 2013  
**Board of Education Re-adoption Date:** August 28, 2018, 1/2/2024

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### **Course Description and Concepts**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through 1st grade are expected to meet the grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

The K–5 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and

relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## **NJ Technology Standards**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

## **Pacing Guide**

Unit Topic/Core Novel	Unit #	APX Unit Length
Primary Focus: Literary Text Secondary Focus: Informational Text Informative/Explanatory writing/Narrative Writing	I	45 Days
Primary Focus: Informational Text Secondary Focus: Literary Text Informative/Explanatory Writing/Narrative Writing	II	45 Days
Primary Focus: Informational Text Secondary Focus: Literary Text Opinion Writing/Informative/Explanatory Writing/Shared Research Writing	III	45 Days
Primary Focus: Informational Secondary Focus: Literary Text Opinion Writing/Narrative Writing	IV	45 Days

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards:  RL.1.1    RI.1.1    RF.1.1A RL.1.3    RI.1.5    RF.1.2A,B RL.1.5    RI.1.10   RF.1.4A RL.1.6 RL.1.7 RL.1.10	Primary Focus Standards:  W.1.2 W.1.3 W.1.5	Primary Focus Standards:  SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards:  L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Informative/explanatory writing</li> <li>Narrative writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<a href="#">Unit 2</a>	Primary Focus Standards:  RL.1.1    RI.1.1    RF.1.1A RL.1.3    RI.1.3    RF.1.2A,B,C RL.1.10   RI.1.4	Primary Focus Standards:  W.1.2 W.1.3 W.1.5	Primary Focus Standards:  SL.1.1A,B SL.1.2 SL.1.3	Primary Focus Standards:  L.1.1A,B,C,D,E L.2.A,B,C,D L.1.5A,B

	RI.1.6 RF.1.3A,B,C RI.1.7 RF.1.4A,B RI.1.10		SL.1.4 SL.1.5 SL.1.6	L.1.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Informative/explanatory writing</li> <li>Narrative writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<a href="#">Unit 3</a>	Primary Focus Standards:  RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RL.1.4 RI.1.3 RF.1.3A,B,C,D,E RL.1.7 RI.1.4 RF.1.4A,B,C RL.1.9 RI.1.7 RL.1.10 RI.1.9 RI.1.10	Primary Focus Standards: W.1.1 W.1.2 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus Standards: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1C,D,E,F,G,H L.1.2A,B,C,D,E L.1.4A,B,C L.1.5A,B,C L.1.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Informative/explanatory writing</li> <li>Shared research writing</li> <li>Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<a href="#">Unit 4</a>	Primary Focus Standards:  RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RL.1.4 RI.1.3 RF.1.3A,B,C,D,E RL.1.7 RI.1.4 RF.1.4A,B,C RL.1.9 RI.1.7 RL.1.10 RI.1.8 RI.1.9 RI.1.10	Primary Focus Standards: W.1.1 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus Standards: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1D,E,F,G,H,I,J L.1.2A,B,C,D,E L.1.4A,B,C L.1.5C,D L.1.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Narrative writing</li> <li>Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>

<b>Suggested Open Educational Resources</b>	Reading	Writing & Language	Speaking & Listening	Critical Thinking
	<ul style="list-style-type: none"> <li>• <a href="http://www.fountasandpinnell.com/resourcelibrary">http://www.fountasandpinnell.com/resourcelibrary</a></li> <li>• <a href="https://resources.fountasandpinnell.com/">https://resources.fountasandpinnell.com/</a></li> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_reading">http://www.nwp.org/cs/public/print/resource_topic/teaching_reading</a></li> <li>• <a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="https://readtheory.org">https://readtheory.org</a></li> <li>• <a href="http://www.readingrockets.org">www.readingrockets.org</a></li> <li>• <a href="http://www.wilsonacademy.com">www.wilsonacademy.com</a></li> <li>• <a href="https://www.stephanieharvey.com/comprehensiontoolkits">https://www.stephanieharvey.com/comprehensiontoolkits</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://resources.fountasandpinnell.com/">https://resources.fountasandpinnell.com/</a></li> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a> - (technology resource)</li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_writing">http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</a></li> <li>• <a href="http://www.wilsonacademy.com">www.wilsonacademy.com</a></li> <li>• <a href="https://deannajump.com/">https://deannajump.com/</a></li> <li>• <a href="http://jessicameacham.com/writing/">http://jessicameacham.com/writing/</a></li> <li>• <a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://resources.fountasandpinnell.com/">https://resources.fountasandpinnell.com/</a></li> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://resources.fountasandpinnell.com/">https://resources.fountasandpinnell.com/</a></li> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> </ul>

Unit 1 Grade 1		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Understand what key details in the text are</li> <li>• Determine what key details are in a text</li> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		<ul style="list-style-type: none"> <li>• Identify key story details</li> <li>• Provide a description of characters in a story using key details</li> <li>• Provide a description of the setting of a story using key details</li> <li>• Provide a description of the major events in a story using key details</li> </ul>
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.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: <ul style="list-style-type: none"> <li>• Read a variety of narrative and informational texts</li> <li>• Identify the traits of narrative texts and informational texts</li> <li>• Compare and contrast narrative and informational text, focusing on how they are different</li> </ul>

		<ul style="list-style-type: none"> <li>Explain the differences between narrative and informational texts</li> </ul>
		RI.1.5: <ul style="list-style-type: none"> <li>Determine what text features help locate important information</li> <li>Use headings to help understand text</li> <li>Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)</li> </ul>
RL.1.6. Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> <li>Explain the function of a narrator</li> <li>Determine the narrator who is telling a story</li> <li>Identify when the narrator changes</li> </ul>
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		<ul style="list-style-type: none"> <li>Interpret illustrations to develop a better understanding of the story</li> <li>Identify an illustration that helps to describe the character, setting, or events</li> <li>Explain how illustrations describe important story elements</li> <li>Identify story details that describe story elements</li> <li>Describe elements of the story using story details</li> </ul>
RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity or above</b> .	RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above</b> .	<ul style="list-style-type: none"> <li>Participate in reading activities, either in a group or independently</li> <li>Articulate the purpose of the reading activities</li> <li>Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>
RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills</b> . RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> <li>Understand how a sentence is organized</li> <li>Identify the first word of a sentence</li> <li>Identify the capitalization used to begin the sentence</li> <li>Identify the various types of end punctuation</li> </ul>
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</b> . 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 (phonemes), including consonant blends.		<ul style="list-style-type: none"> <li>Identify the long and short vowel sounds in words</li> <li>Explain the difference between the long and short vowel sounds</li> <li>Produce the sound for each letter and blend to make a word</li> <li>Discern letter sounds at the beginning, middle, and end of words</li> <li>Take apart a word by sounds</li> </ul>
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding.		<ul style="list-style-type: none"> <li>Understand grade-level text when reading</li> <li>Read grade-level text aloud, making minimal errors</li> <li>Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>
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.		<ul style="list-style-type: none"> <li>Discern facts from opinion</li> <li>Introduce a topic that is well known</li> <li>Include some facts about a topic</li> </ul>



	<ul style="list-style-type: none"> <li>• Write a closing statement</li> </ul>
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Tell events in a sequence</li> <li>• Describe events using details</li> <li>• Use sequence words to show order of events (e.g., now, when, then)</li> <li>• End with a closing sentence</li> </ul>
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b> , and add details to strengthen writing <b>and ideas</b> as needed.	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>
SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> </ul>
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>

<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> <li>● Form all upper and lowercase letters with appropriate sizing and spacing</li> <li>● Identify common and proper nouns and provide examples of each</li> <li>● Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)</li> </ul>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> <li>● Recognize the names of people, days of the week, and months of the year</li> <li>● Capitalize the appropriate words in the date and the names of people</li> <li>● Identify different types of end punctuation</li> <li>● Apply appropriate end punctuation to writing</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>● Group words into categories that logically fit together</li> <li>● Explain why the words belong in a group</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● Use vocabulary accurately in speaking and writing</li> <li>● Demonstrate using conjunctions in speaking and writing</li> <li>● Listen, share and read a variety of texts</li> <li>● Use new words and phrases when writing, reading and responding to texts</li> </ul>
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.

### Unit 1 Grade 1

Content Area: Language Arts

Unit Title/Core Instructional Materials: Fountas & Pinnell Shared and [Guided Reading](#) : [Amistad Commission Reading List](#)

Grade Level: 1

Interdisciplinary Connections: Social Studies

Length of Time: APX 45 Days

Unit Summary:

In this unit, students will read nonfiction and fiction text selections, in a variety of genres including realistic fiction, informational text, poetry, fantasy, and fables through IRA and Shared Reading experiences. Emphasis on comprehension while exploring the following target strategies: Summarize, Infer/Predict, Analyze/Evaluate, Question, and Monitor/Clarify. Instruction focuses on main idea, sequence of events, identifying text and graphic features, exploring story structure, and understanding characters. Students will engage in small group reading experiences when reading on-level texts with accuracy, fluency, purpose and understanding. Word Study emphasis on short vowels /a/, /o/, /e/, /u/, /i/ and consonants n, d, p, f, l, x, y, w, k, v, j, r, h, d, g, q, u and z. The students will classify and categorize words, as well as build, blend, and decode when reading regularly spelled one syllable words. Students will read sight words. Grammar skills to be taught include identifying nouns, action verbs, adjectives, and possessive nouns. Students will define vocabulary words, answer questions about vocabulary, and use words in context.

[21st Century Themes](#)/Career Readiness Practices:

Global Awareness  
Civic Literacy  
Environmental Literacy  
Health Literacy  
Financial, Economic, Business, and Entrepreneurial Literacy

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

Core Instructional Materials:

Fountas & Pinnell Shared and [Guided Reading](#) materials  
Achieve 3000 <https://login.achieve3000.com/index>  
Smarty Antz  
NJ Student Learning Standards Grade 1:  
<https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>  
GSuite for Education  
Projector  
Internet resources

Activity handouts from the teacher  
 Presentations via technology including educational videos on Safari and youtube.com · Subject software  
 Internet resources  
 Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

## Standards/ ELA Concepts

Anchor Standards for Reading Grade 1: <https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring</li> <li>● Daily Anecdotal Notes of observed student oral reading behaviors</li> <li>● Daily observations for evidence of students' thinking within, beyond, and about text during discussions</li> <li>● Observe Reader's Notebook for students' ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text</li> <li>● Foundations Day 5 dictation Check-Up progress monitoring: Dictate 3 sounds, 2 review words, 2 current words, 2 trick words, and 1 sentence</li> <li>● Daily observations of students' tapping and orally spelling unit words before writing</li> <li>● Daily observation of students' ability to accurately find magnetic letter tiles to make words on letter boards</li> <li>● Daily observation of students' ability to "Mark-Up" current and review words</li> <li>● Weekly Sight Words quiz</li> <li>● Daily Oral Vocabulary Activities</li> <li>● Informational/Explanatory Process Piece (teacher constructed)</li> <li>● Assessment Item Analysis</li> <li>● UDL Menu</li> <li>● Do Now / Exit Ticket</li> <li>● Teacher / Student Questioning</li> <li>● Class / Small Group Discussion</li> <li>● Graphic Organizers</li> <li>● Peer / Self Assessment</li> <li>● Visual Presentations</li> <li>● Think Pair Share</li> <li>● Teacher Observation / Anecdotal Records</li> <li>● Computer Based Applications/Programs</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Fountas &amp; Pinnell (F&amp;P) Benchmark Assessment Middle of the Year and End of the Year, Beginning of the Year as needed</li> <li>● F&amp;P Benchmark Assessment, Part 3: Writing About Reading</li> <li>● F&amp;P Benchmark Optional Assessments to pinpoint specific learning needs</li> <li>● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Beginning of the Year and End of the Year, Middle of the Year as needed</li> <li>● WIDA Access Assessment for English Language Learners, End of Year</li> <li>● Foundations Unit Tests: Dictate 5 sounds, 10 current words, 2 trick words, and 2 sentences <ul style="list-style-type: none"> <li>○ Unit 1: Letter-Keyword-Sound for consonants/short vowels, Letter Formation for uppercase/lowercase letters a-z, Alphabetical Order</li> <li>○ Unit 2: Segmenting and Spelling three-sound short vowel words</li> <li>○ Unit 3: Segmenting and Spelling three-sound short vowel words with consonant digraphs</li> <li>○ Unit 4: Segmenting and Spelling three-sound short vowel words with bonus letters</li> <li>○ Unit 5: Segmenting and Spelling three-sound short vowel words with glued sounds -am, -an</li> </ul> </li> <li>● Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer <ul style="list-style-type: none"> <li><b>Unit 1: Exploring Narratives</b> <ul style="list-style-type: none"> <li>- Sustained attention,</li> <li>- Picture Tells a story</li> <li>- Topic Generation</li> <li>- Letter Formation</li> <li>- Letter/sound</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Practice Presentations</li> </ul>		
District/School Texts		District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> <li>FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds</li> <li>FPC Collection Guides</li> <li>F&amp;P Literacy Continuum</li> <li>F&amp;P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce</li> <li>F&amp;P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About</li> <li>FPC Online Resource</li> <li>Reader's Notebook</li> <li>Foundations Level 1 Kit</li> <li>Orton Gillingham Approach</li> <li>Writer's Workshop Mini Lessons (Deanna Jump) <ul style="list-style-type: none"> <li>My Pictures Tell a Story Unit 1: Students participate in conferences on a daily basis (5-10 mins). They are expected to be actively engaged throughout the entire writing time. Student's writing may just be pictures or scribbles at the beginning of the year.</li> </ul> </li> <li>Writer's Journal</li> </ul>		<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <ul style="list-style-type: none"> <li>Reading A-Z</li> <li>Smarty Ants</li> <li>Word Wall</li> <li>Foundations Level 1 Fluency Kit</li> <li>Foundations Level 1 Progress Monitoring Kit</li> <li>Sitton Spelling and Word Skills Level 1</li> <li>F&amp;P The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching</li> <li>F&amp;P Guided Reading: A Responsive Teaching Across Grade Levels</li> <li>F&amp;P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8</li> <li>F&amp;P Comprehensive Phonics, Spelling, and Word Study Guide</li> <li>F&amp;P Literacy Beginnings, PK-K</li> <li>F&amp;P Genre Study: Teaching with Fiction and Nonfiction Books</li> <li>F&amp;P When Readers Struggle, K-3</li> <li>Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis</li> <li>The Reading Strategies Book by Jennifer Serravallo</li> <li>The Writing Strategies Book by Jennifer Serravallo</li> <li>Handwriting without Tears, Pre-K-1</li> </ul>
District/School Writing Tasks		
<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> <li>Informational/Explanatory</li> </ul>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> <li>Literary Analysis</li> <li>Research</li> </ul>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> <li>Text Dependent Writing (TDQ)</li> <li>Quickwrites</li> <li>Routine Writing</li> </ul>

- Writer's Journal
- Reader's Notebook

### Unit Essential Questions

- What do emergent readers need to understand about conventions of print?
- How will early experiences with print engage our students in the reading process?
- How do strategic readers create meaning from informational and literary text?
- How does what readers read influence how they should read?
- Why learn new words?
- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How does interaction with text provoke thinking and response?
- What strategies and resources do I use to figure out unknown vocabulary?
- What is this text really about?
- How do readers know what to believe?

### Unit Enduring Understanding

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.
- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

### Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion

- judgment
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- literature
- drama
- poetry
- fluency
- comprehension

### Unit Learning Targets (Students will do...)

- Listen for words that make sense
- Retell a story, and tell the lesson it teaches
- Ask questions about what you hear to help you understand
- Follow rules during discussions
- Recognize and read irregularly spelled words
- Identify the main topic and retell key details
- Summarize the important ideas of an informational text
- Use nouns that name people, animals, places or things
- Spell words with short a
- Identify the main idea and retell key details



- Understand that informational texts have details that are facts
- Identify and use nouns that mean people or animals
- Sort picture cards to find words with the short a sound
- Identify and use nouns that name places and things
- Build and read words with the short a sound
- Sort words into categories to gain a sense of the concepts the categories represent
- Review names for special people and pets
- Review nouns that name people, places animals and things
- Listen for words read correctly
- Understand characters in a story
- Use text evidence to infer and predict
- Introduce possessive nouns that name one person or animal
- Identify characteristics of realistic fiction
- Spell words with the short i sound using conventional spelling patterns
- Identify and use possessive nouns
- Use sentence level context as a clue to the meaning of a word or phrase
- Listen for pauses at the end of sentences
- Identify and describe the sequence of events
- Monitor understanding of the story while reading, and use strategies to clarify its meaning, such as rereading
- Introduce verbs that convey actions in the present
- Spell words with the short o sound using conventional spelling patterns
- Identify and describe the sequence of events
- Understand that authors use words to help readers picture events
- Identify and use verbs to convey actions in the present
- Listen for how a reader's voice goes up and down during reading
- Use text and graphic features to find information
- Ask questions while reading to aid comprehension
- Introduce frequently occurring adjectives that describe size and shape
- Spell words with the short e sound using conventional spelling patterns
- Identify text and graphic features and use them to find informational
- Understand that authors use words to help readers picture events
- Use the first letter of words to put words in alphabetical order
- Listen for ways to correct mistakes in reading
- Understand story structure and describe the characters, setting and major events
- Analyze and evaluate a story to aid comprehension
- Introduce frequently occurring adjectives that describe color and number
- Spell words with short u drawing on phonemic awareness and spelling conventions
- Identify and describe character, settings and major events in the plot
- Understand the characteristics of a fantasy
- Use sentence level context to figure out the meanings of similar words

## Instructional Best Practices and Exemplars

### Instructional Best Practices and Exemplars Instructional Best Practices (Please see information in attached link)

#### Unit 2 Grade 1

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Understand what key details are</li> <li>Determine what key details are in a text</li> <li>Recall key details of texts</li> <li>Ask and answer questions about key details</li> <li>Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>Answer when prompted and use key details from the text</li> <li>Ask and answer questions about key details, with support</li> </ul>
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.1.3: <ul style="list-style-type: none"> <li>Identify key story details</li> <li>Provide a description of characters in a story using key details</li> <li>Provide a description of the setting of a story using key details</li> <li>Provide a description of the major events in a story using key details</li> </ul>
		RI.1.3: <ul style="list-style-type: none"> <li>Identify the key people, events, ideas, or information in a text</li> <li>Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>
	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>Identify words in text where the meaning is unclear or unknown</li> <li>Ask and answer questions to help understand what words and phrases mean in the text</li> <li>Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>Use strategies when faced with an unknown word</li> </ul>
	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>Determine the difference between information gained by examining pictures and information gained from the words in the text</li> <li>Identify the difference between what pictures show and what the words in the text say</li> </ul>

	RI.1.7. Use illustrations and details in a text to describe its key details.	<ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>
RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity or above.</b>	RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>
RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills.</b> RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b> 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.		<ul style="list-style-type: none"> <li>• Identify long and short vowel sounds in single syllable words</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Take apart a word by sounds</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> </ul>
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. Decode regularly spelled one-syllable words. RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.		<ul style="list-style-type: none"> <li>• Identify digraphs in orally produced words</li> <li>• Produce the letters that make the sounds in words with digraphs</li> <li>• Use specific strategies to decode words with digraphs</li> <li>• Produce the letter sounds to make a one-syllable word</li> <li>• Identify irregularly spelled words when reading</li> <li>• Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> </ul>
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Use an appropriate rate when reading aloud</li> <li>• Use appropriate expression and inflection when reading text aloud</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>
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.		<ul style="list-style-type: none"> <li>• Discern facts from opinion</li> <li>• Introduce a topic that is well known</li> <li>• Include some facts about a topic</li> <li>• Write a closing statement</li> </ul>

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• Tell events in a sequence</li> <li>• Describe events using details</li> <li>• Use sequence words to show order of events (e.g., now, when, then)</li> <li>• End with a closing sentence</li> </ul>
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b> , and add details to strengthen writing <b>and ideas</b> as needed.	<ul style="list-style-type: none"> <li>• Explain what was written when questions are asked by adults and peers</li> <li>• Reflect on writing and make changes</li> <li>• Add descriptive words and details</li> <li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.1.1. 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>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> <li>• Use strategies to respond to the comments of others to build the conversation</li> </ul>
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>

<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. 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>	<ul style="list-style-type: none"> <li>• Formation of upper and lowercase letters</li> <li>• Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading)</li> <li>• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking</li> <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> </ul>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> <li>• Recognize the names of people, days of the week, and months of the year</li> <li>• Capitalize the appropriate words in the date and the names of people</li> <li>• Identify different types of end punctuation</li> <li>• Apply appropriate end punctuation to writing</li> <li>• Recognize the comma</li> <li>• Explain the purpose and function of a comma</li> <li>• Apply rules for using commas in writing to dates and to single word series</li> <li>• Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> <li>• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.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>	<ul style="list-style-type: none"> <li>• Group words into categories that logically fit together</li> <li>• Explain why the words belong in a group</li> <li>• Identify attributes of words put into categories</li> <li>• Use the attribute to extend the definition of categorized words</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>
<p>8.1.2.A.1</p>	<p>Identify the basic features of a digital device and explain its purpose.</p>
<p>8.1.2.A.3</p>	<p>Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p>

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.

Unit 2 Grade 1	
Content Area: Language Arts	
Unit Title/Core Novel: Fountas & Pinnell Shared and <a href="#">Guided Reading Amistad Commission Reading List</a>	Grade Level: 1
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>In this Unit, students will read nonfiction and fiction text selections, in a variety of genres including fairy tales, realistic fiction, informational text, poetry, fantasy, biography, and fables through IRA and Shared Reading experiences. Emphasis on comprehension while exploring the following target strategies: Summarize, Infer/Predict, Analyze/Evaluate, Question, and Visualize. Instruction focuses on main idea, sequence of events, identifying text and graphic features, exploring story structure, and understanding characters. Students will engage in small group reading experiences when reading on-level texts with accuracy, fluency, purpose and understanding. Word Study emphasis on short vowels /a/, /o/, /e/, /u/, /i/. The students will classify and categorize words, as well as build, blend, and decode when reading regularly spelled one syllable words. Students will read sight words. Grammar skills to be taught include identifying complete sentences, commas in a series, statements, singular and plural nouns, and using articles a, and, the. Students will define vocabulary words, answer questions about vocabulary, and use words in context.</p>	<p><a href="#">21st Century Themes</a>/Career Readiness Practices:</p> <p>Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>

Core Instructional Materials:

Fountas & Pinnell Shared and [Guided Reading](#) materials  
Achieve 3000 <https://login.achieve3000.com/index>  
Smarty Antz  
NJ Student Learning Standards 1:  
<https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>  
GSuite for Education  
Projector  
Internet resources  
Activity handouts from the teacher  
Presentations via technology including educational videos on Safari and  
youtube.com · Subject software  
Internet resources  
Presentations via technology, including documentaries and videos from Safari,  
youtube.com and teacher-created materials.

### Standards/ ELA Concepts

Anchor Standards for Reading Grade 1: <https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

#### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring
- Daily Anecdotal Notes of observed student oral reading behaviors
- Daily observations for evidence of students' thinking within, beyond, and about text during discussions
- Observe Reader's Notebook for students' ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text
- Foundations Day 5 dictation Check-Up progress monitoring: Dictate 3 sounds, 2 review words, 2 current words, 2 trick words, and 1 sentence
- Daily observations of students' tapping and orally spelling unit words before writing
- Daily observation of students' ability to accurately find magnetic letter tiles to make words on letter boards
- Daily observation of students' ability to "Mark-Up" current and review words
- Weekly Sight Words quiz
- UDL Menu
- Do Now / Exit Ticket
- Teacher / Student Questioning
- Class / Small Group Discussion
- Graphic Organizers

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

- F&P Benchmark Assessment MOY and EOY, BOY as needed
- F&P Benchmark Assessment, Part 3: Writing About Reading
- F&P Benchmark Optional Assessments to pinpoint specific learning needs
- DIBELS BOY and EOY, MOY as needed
- WIDA Access Assessment for English Language Learners, EOY
- Foundations Unit Test: Dictate 5 sounds, 10 current words, 2 trick words, and 2 sentences
  - Unit 6: Base Word and suffix -s
  - Unit 7: Segmenting and Spelling words with glued sounds (-ng, -nk)
  - Unit 8: Segmenting and spelling words with up to four sounds
  - Unit 9: Segmenting and Spelling closed syllable type words
- Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer  
**Unit 2: Procedural Writing Scoring Rubric:**
  - Sustained attention,
  - Picture Tells a story
  - Topic Generation
  - Maintaining Topic Focus
  - Letter Attempts
  - Letter/Sound



<ul style="list-style-type: none"><li>● Peer / Self Assessment</li><li>● Visual Presentations</li><li>● Think Pair Share</li><li>● Teacher Observation / Anecdotal Records</li><li>● Computer Based Applications/Programs</li><li>● Practice Presentations</li></ul>			
District/School Texts		District/School Supplementary Resources	
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. <ul style="list-style-type: none"><li>● FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds</li><li>● FPC Collection Guides</li><li>● F&amp;P Literacy Continuum</li><li>● F&amp;P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce</li><li>● F&amp;P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About</li><li>● FPC Online Resource</li><li>● Reader’s Notebook</li><li>● Foundations Level 1 Kit</li><li>● Orton Gillingham Approach</li><li>● Writer’s Workshop Mini Lessons (Deanna Jump)<ul style="list-style-type: none"><li>○ <b>Unit 2:</b> Writing Personal Narratives: Students participate in conferences on a daily basis (5-10 mins). They are expected to be actively engaged throughout the entire writing time. Student's writing may just be pictures or scribbles at the beginning of the year</li></ul></li></ul>		Districts or schools choose supplementary resources that are not considered “texts.” <ul style="list-style-type: none"><li>● Reading A-Z</li><li>● Smarty Antz</li><li>● Word Wall Activities</li><li>● Foundations Level 1 Fluency Kit</li><li>● Foundations Level 1 Progress Monitoring Kit</li><li>● Sitton Spelling and Word Skills Level 1</li><li>● F&amp;P Guided Reading: A Responsive Teaching Across Grade Levels</li><li>● F&amp;P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8</li><li>● F&amp;P Literacy Beginnings, PK-K</li><li>● F&amp;P Genre Study: Teaching with Fiction and Nonfiction Books</li><li>● F&amp;P Comprehensive Phonics, Spelling, and Word Study Guide</li><li>● The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching</li><li>● F&amp;P When Readers Struggle, K-3</li><li>● Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis</li><li>● The Reading Strategies Book by Jennifer Serravallo</li><li>● The Writing Strategies Book by Jennifer Serravallo</li><li>● Handwriting without Tears, Pre-K-1</li></ul>	
District/School Writing Tasks			
Primary Focus	Secondary Focus		Routine Writing

<p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> <li>● RST Research/Arguments</li> </ul>	<p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> <li>● Research</li> </ul>	<p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> <li>● Text Dependent Writing (TDQ)</li> <li>● Quickwrites</li> <li>● Routine Writing</li> </ul>
<p><b>Unit Essential Questions</b></p>		
<ul style="list-style-type: none"> <li>● How does language play help students gain an understanding of sound/symbol relationships?</li> <li>● What strategies can we use to help students develop word recognition skills?</li> <li>● How will students identify key details in a text?</li> <li>● How does information provided by pictures or other illustrations and information provided by the words in a text help a reader to understand the text?</li> <li>● How does the use of phonics and word analysis skills in decoding words help a reader understand the text?</li> <li>● What makes a text informative/explanatory based?</li> <li>● How are narratives structured? What are the parts of a story?</li> <li>● How do students effectively describe people, places, things, and events with relevant details, expressing ideas and feelings clearly in narrative writing?</li> <li>● How do drawings or other visual displays clarify ideas, thoughts, and feelings?</li> <li>● What is a complete sentences?</li> </ul>		
<p><b>Unit Enduring Understanding</b></p>		
<ul style="list-style-type: none"> <li>● Ask and answer questions about key details in a text.</li> <li>● Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>● Use illustrations and details in a text to describe its key details.</li> <li>● Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</li> <li>● 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.</li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>● 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.</li> <li>● 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.</li> <li>● Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</li> <li>● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> </ul>		

- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- 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.

### Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- author
- point of view
- develop
- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual
- phrases
- figurative meaning
- connotative meaning

- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions
- media
- media format
- topic/theme
- issue information
- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim
- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

## Unit Learning Targets (Students will do...)

- Listen to hear how reading expresses the character's feelings
- Ask and answer questions about a text read aloud
- Follow rules for discussion
- Recognize and read irregularly spelled words
- Understand characters in a story
- Summarize the main events to aid comprehension
- Introduce complete sentences
- Spell words with the short a sound phonetically, drawing on phonetic awareness and spelling conventions
- Understand characters in a story
- Understand the story message
- Differentiate complete from incomplete sentences
- Distinguish shades of meaning among verbs
- Classify verbs
- Identify and produce complete sentences
- Listen for reading that is not too fast or too slow
- Tell the main topic and details
- Understand the topic, main idea and details in a selection
- Use text details to make inferences and predictions
- Identify and use commas in a series
- Spell words with the short i sound using conventional spelling patterns
- Identify main idea and key details in informational text
- Use text and graphic features to find information in a text
- Use words and phrases acquired through conversations, reading and being read to, and responding to text
- Identify real life connections between words and their use
- Talk about how to use a dictionary
- Know and use text features of a glossary to locate facts and information
- Listen for natural pauses
- Understand sequence of events and describe events in the correct order
- Use text evidence to analyze and evaluate while reading to aid comprehension
- Understand and produce complete, simple, declarative sentences
- Spell words with the short o sound, drawing on phonemic awareness and spelling conventions
- Identify narrator
- Define words by category
- Define words by one or more key attributes
- Listen for fluent reading of words you know
- Ask and answer questions about key details of a text read aloud
- Retell a story, and tell the lesson it teaches
- Identify and use text and graphic features
- Use singular and plural nouns with matching verbs

- Spell words with the short e sound using conventional spelling patterns
- Understand text and graphic features and use them to find information
- Identify the characteristics of a biography
- Identify special plural nouns, how they are spelled and use them with matching verbs
- Use sentence level context to help identify the meaning of antonyms
- Listen to fluent reading
- Understand story structure
- Visualize characters , settings and events to aid comprehension
- Understand and use the determiners a, an, and the
- Spell words with the short us sound, drawing on phonemic awareness and spelling conventions
- Describe the characters, settings and major events in a story
- Identify dialogue and understand its function in a story
- Use sentence level context as a clue to the meaning of a word or phrase
- Distinguish shades of meaning among adjectives

### Instructional Best Practices and Exemplars

**Instructional Best Practices and Exemplars**  
[Instructional Best Practices](#)  
 (Please see information in attached link)

### Unit 3 Grade 1

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Understand what key details are</li> <li>• Determine what key details are in a text               <ul style="list-style-type: none"> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> </ul> </li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> <li>• Identify the key details of a story</li> <li>• Retell stories in their words capturing the key details</li> <li>• Explain the story's central idea or message</li> </ul>
		RI.1.2: <ul style="list-style-type: none"> <li>• Identify the key details of a text</li> </ul>

		<ul style="list-style-type: none"> <li>● Retell texts in their own words capturing the key details</li> <li>● Identify the main topic of the text</li> </ul>
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3: <ul style="list-style-type: none"> <li>● Identify the key people, events, ideas, or information in a text</li> <li>● Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> <li>● Recognize feeling words and phrases in texts</li> <li>● Recognize sensory words texts</li> <li>● Describe what feeling or sense the words and phrases are appealing to</li> </ul>
		RI.1.4: <ul style="list-style-type: none"> <li>● Identify words in text where the meaning is unclear or unknown</li> <li>● Ask and answer questions to help understand what words and phrases mean in the text</li> <li>● Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content</li> <li>● Use strategies when faced with an unknown word</li> </ul>
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: <ul style="list-style-type: none"> <li>● Interpret illustrations to develop a better understanding of the story</li> <li>● Identify an illustration that helps to describe the character, setting, events</li> <li>● Explain how illustrations describe important story elements</li> <li>● Describe story elements using story details</li> </ul>
		RI.1.7: <ul style="list-style-type: none"> <li>● Interpret illustrations to develop a better understanding of the text</li> <li>● Identify an illustration that helps describe the key details</li> <li>● Explain how illustrations describe important key details</li> <li>● Describe a text using the details</li> </ul>
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: <ul style="list-style-type: none"> <li>● Identify the characters in stories</li> <li>● Describe characters' experiences in the stories</li> <li>● Identify similarities and differences in characters' experiences in stories</li> <li>● Identify similarities and differences in what happened to the characters</li> <li>● Determine how characters solve problems</li> </ul>
		RI.1.9: <ul style="list-style-type: none"> <li>● Describe texts that are read, using various points (e.g., pictures, descriptions, etc)</li> <li>● Identify the similarities and differences of two texts on the same topic</li> <li>● Use various points of comparison (e.g., pictures, descriptions, etc)</li> </ul>

RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity or above.</b>	RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>
RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills.</b> RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b> 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.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 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).		<ul style="list-style-type: none"> <li>• Identify long and short vowel sounds in single syllable words</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Take apart a word by sounds</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> <li>• Determine each phoneme of spoken one-syllable words</li> </ul>
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 RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds. 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)</b> RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables <b>using knowledge that every syllable must have a vowel sound.</b>		<ul style="list-style-type: none"> <li>• Identify digraphs in orally produced words</li> <li>• Produce the letters that make the sounds in words with digraphs</li> <li>• Use specific strategies to decode words with digraphs</li> <li>• Produce the letter sounds to make a one-syllable word</li> <li>• Identify irregularly spelled words when reading</li> <li>• Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>• Identify long and short vowels when reading one-syllable words</li> <li>• Accurately read both long and short vowels in common one-syllable words</li> <li>• Use specific strategies to decode words using syllables</li> <li>• Recognize the vowel sound in every syllable</li> </ul>
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Use an appropriate rate when reading aloud</li> <li>• Use appropriate expression and inflection when reading text aloud</li> <li>• Use appropriate self-correction strategies to read words and for understanding</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</b>



W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>● Introduce the topic</li> <li>● Express an opinion on the topic</li> <li>● Include a reason to support the opinion</li> <li>● Include a closing statement or section</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Discern facts from opinion</li> <li>● Introduce a topic that is well known</li> <li>● Include some facts about a topic</li> <li>● Write a closing statement</li> </ul>
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers <b>and self-reflection</b> , and add details to strengthen writing <b>and ideas</b> as needed.	<ul style="list-style-type: none"> <li>● Respond to adults' and peers' (conferences and writing partner) questions and suggestions</li> <li>● Reflect on writing and make changes</li> <li>● Add descriptive words and details</li> <li>● Recognize and correct spelling, grammar and punctuation errors</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Use technology to create and publish writing, with support when necessary</li> <li>● Use technology to collaborate with peers, with adult support when necessary</li> </ul>
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> <li>● Understand their role in the shared projects</li> <li>● Contribute to the project from beginning to end</li> <li>● Use graphic organizers to aid in collaboration</li> </ul>
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions</li> <li>● Take notes on the key details of provided information</li> <li>● Read provided information to answer research questions and take notes</li> <li>● Recall from their own background knowledge to answer research questions</li> </ul>
<b>Unit 3 Speaking and Listening Standards</b>	<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.1.1. 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>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>● Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> <li>● Use strategies to respond to the comments of others to build the conversation</li> <li>● Ask question(s) when confused during a discussion</li> </ul>
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>● Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>● Practice asking questions for clarification of key details</li> <li>● Actively listen to presented information to answer questions</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. 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>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking</li> <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> </ul>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• Understand that dates and names are capitalized</li> <li>• Recognize proper nouns when reading and apply when writing</li> <li>• Apply knowledge of ending punctuation to writing</li> <li>• Recognize the comma</li> <li>• Explain the purpose and function of a comma</li> <li>• Apply rules for using commas in writing to dates and to single word series</li> <li>• Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> </ul>

<p>L.1.4. 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>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes <b>and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less)</b> as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> <li>● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li> <li>● Explain the meaning of common affixes</li> <li>● Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li> <li>● Use knowledge of common affixes and inflection to understand words</li> <li>● Apply root words and their inflectional forms in reading, writing and speaking</li> <li>● Consistently decode words using the meaning of affixes root word, and inflection as a clue</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.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>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> <li>● Group words into categories that logically fit together</li> <li>● Explain why the words belong in a group</li> <li>● Identify attributes of words put into categories</li> <li>● Use the attribute to extend the definition of categorized words</li> <li>● Use and understand words that are rich in meaning in reading, speaking, and writing</li> <li>● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● Use vocabulary accurately in speaking and writing</li> <li>● Demonstrate using conjunctions in speaking and writing</li> <li>● Listen, share and read a variety of texts</li> <li>● Use new words and phrases when writing, reading and responding to texts</li> </ul>
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.

### Unit 3 Grade 1

Content Area: Language Arts

Unit Title/Core Novel: Fountas & Pinnell Shared and <a href="#">Guided Reading Amistad Commission Reading List</a>	Grade Level: 1
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>In this Unit, students will read nonfiction and fiction text selections, in a variety of genres including folk tales, informational text, and plays through IRA and Shared Reading experiences. Emphasis on comprehension while exploring the following target strategies: Analyze/Evaluate, Question, Monitor and Clarify and Visualize. Instruction focuses on Author's Purpose, sequence of events, cause and effect, and compare and contrast. Students will engage in small group reading experiences when reading on-level texts with accuracy, fluency, purpose and understanding. Word Study emphasis on digraphs /th, /ch/, /tch/, /sh/, /wh/ /ph/ and long vowel i. The students will classify and categorize words, as well as build, blend, and decode when reading regularly spelled one syllable words. Students will read sight words. Grammar skills to be taught include identifying plural nouns, commands, subjects and verbs, and using the verb "be". Students will define vocabulary words, answer questions about vocabulary, and use words in context.</p>	<p><a href="#">21st Century Themes</a>/Career Readiness Practices:</p> <p>Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Fountas &amp; Pinnell Shared and <a href="#">Guided Reading</a> materials Achieve 3000 <a href="https://login.achieve3000.com/index">https://login.achieve3000.com/index</a> Smarty Antz NJ Student Learning Standards 1: <a href="https://www.state.nj.us/education/cccs/2016/ela/g01.pdf">https://www.state.nj.us/education/cccs/2016/ela/g01.pdf</a> GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>

Anchor Standards for Reading Grade 1: <https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

#### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring</li> <li>● Daily Anecdotal Notes of observed student oral reading behaviors</li> <li>● Daily observations for evidence of students’ thinking within, beyond, and about text during discussions</li> <li>● Observe Reader’s Notebook for students’ ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text</li> <li>● Foundations Day 5 dictation Check-Up progress monitoring: Dictate 3 sounds, 2 review words, 2 current words, 2 trick words, and 1 sentence</li> <li>● Daily observations of students’ tapping and orally spelling unit words before writing</li> <li>● Daily observation of students’ ability to accurately find magnetic letter tiles to make words on letter boards</li> <li>● Daily observation of students’ ability to “Mark-Up” current and review words</li> <li>● Weekly Sight Words quiz</li> <li>● UDL Menu</li> <li>● Do Now / Exit Ticket</li> <li>● Teacher / Student Questioning</li> <li>● Class / Small Group Discussion</li> <li>● Graphic Organizers</li> <li>● Peer / Self Assessment</li> <li>● Visual Presentations</li> <li>● Think Pair Share</li> <li>● Teacher Observation / Anecdotal Records</li> <li>● Computer Based Applications/Programs</li> <li>● Practice Presentations</li> </ul>	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <ul style="list-style-type: none"> <li>● F&amp;P Benchmark Assessment MOY and EOY, BOY as needed</li> <li>● F&amp;P Benchmark Assessment, Part 3: Writing About Reading</li> <li>● F&amp;P Benchmark Optional Assessments to pinpoint specific learning needs</li> <li>● DIBELS BOY and EOY, MOY as needed</li> <li>● WIDA Access Assessment for English Language Learners, EOY</li> <li>● Foundations Unit Test: Dictate 5 sounds, 10 current words, 2 trick words, and 2 sentences <ul style="list-style-type: none"> <li>○ Unit 10: Segmenting and Spelling words up to five sounds including suffixes -s,</li> <li>○ Unit 11: Spelling of Multisyllabic Words and Compound Words</li> <li>○ Unit 12: Spelling closed syllable type words with suffix -s/-es</li> <li>○ Unit 13: Spelling of closed syllable type words with suffix -ed/-ing</li> </ul> </li> <li>● Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer <ul style="list-style-type: none"> <li>○ Unit 3: Informational Writing Scoring Rubric: <ul style="list-style-type: none"> <li>- Sustained attention,</li> <li>- Picture Tells a story</li> <li>- Topic Generation</li> <li>- Genre Writing</li> <li>- Letter Attempts</li> <li>- Letter/Sound</li> </ul> </li> </ul> </li> </ul>
<p><b>District/School Texts</b></p>	<p><b>District/School Supplementary Resources</b></p>
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"> <li>● FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds</li> </ul>	<p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <ul style="list-style-type: none"> <li>● Reading A-Z</li> <li>● Smarty Antz</li> </ul>

<ul style="list-style-type: none"> <li>● FPC Collection Guides</li> <li>● F&amp;P Literacy Continuum</li> <li>● F&amp;P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce</li> <li>● F&amp;P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About</li> <li>● FPC Online Resource</li> <li>● Reader's Notebook</li> <li>● Foundations Level 1 Kit</li> <li>● Orton Gillingham Approach</li> <li>● Writer's Workshop Mini Lessons (Deanna Jump) <ul style="list-style-type: none"> <li>○ <b>Unit 3: How to Writing:</b> Students participate in conferences on a daily basis (5-10 mins). They are expected to be actively engaged throughout the entire writing time. Student's writing may just be pictures or scribbles at the beginning of the year</li> </ul> </li> <li>● Writer's Journal</li> </ul>	<ul style="list-style-type: none"> <li>● Word Wall Activities</li> <li>● Foundations Level 1 Fluency Kit</li> <li>● Foundations Level 1 Progress Monitoring Kit</li> <li>● Sitton Spelling and Word Skills Level 1</li> <li>● F&amp;P Guided Reading: A Responsive Teaching Across Grade Levels</li> <li>● F&amp;P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8</li> <li>● F&amp;P Literacy Beginnings, PK-K</li> <li>● F&amp;P Genre Study: Teaching with Fiction and Nonfiction Books</li> <li>● F&amp;P Comprehensive Phonics, Spelling, and Word Study Guide</li> <li>● The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching</li> <li>● F&amp;P When Readers Struggle, K-3</li> <li>● Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis</li> <li>● The Reading Strategies Book by Jennifer Serravallo</li> <li>● The Writing Strategies Book by Jennifer Serravallo</li> <li>● Handwriting without Tears, Pre-K-1</li> </ul>
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<b>District/School Writing Tasks</b>
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<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> <li>● Narrative/Literary Analysis</li> </ul>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> <li>● Literary Analysis</li> <li>● Research</li> </ul>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> <li>● Text Dependent Writing (TDQ)</li> <li>● Quickwrites</li> <li>● Routine Writing</li> </ul>
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<b>Unit Essential Questions</b>
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<ul style="list-style-type: none"> <li>● What strategies should students utilize in order to comprehend text?</li> <li>● How do we help students develop new vocabulary enabling them to build on their comprehension?</li> <li>● What self correction strategies do first graders need to know to help them monitor their comprehension?</li> <li>● How do we make connection between two individuals, events, ideas, or pieces of information in a text?</li> <li>● How do we use illustrations and details in a text to assist with understanding key ideas and concepts?</li> </ul>
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- How do word relationships and nuances in word meanings assist with enhancing vocabulary usage?

### Unit Enduring Understanding

- Answer questions about key details in a text.
- Retell key details of a text.
- Connection between two individuals, events, ideas, or pieces of information in a text.
- Answer questions to help determine or clarify the meaning of words and phrases in a text.
- Use illustrations and details in a text to describe its key details.
- The basic similarities in and differences between two texts on the same topic.
- Master of the organization and basic features of print including those listed under Kindergarten foundation skills.
- 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.
- Apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.
- Write opinion pieces.
- Write informative/explanatory texts.
- Self-reflection, and add details to strengthen writing and ideas as needed.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions.
- Produce complete sentences.
- 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.
- Demonstrate understanding of word relationships and nuances in word meanings.
- 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.

### Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea



- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- author
- point of view
- develop
- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual
- phrases
- figurative meaning
- connotative meaning
- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions
- media
- media format

- topic/theme
- issue information
- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim
- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

### Unit Learning Targets (Students will do...)

- Listen for natural pauses
- Answer questions about a text read aloud
- Participate in a classroom conversation
- Recognize and read your irregularly spelled words
- Identify author's purpose and the reasons an author gives to support points
- Analyze and evaluate text to aid comprehension
- Identify and use proper nouns that mean people and animals
- Spell words with th using conventional spelling patterns
- Understand the author's purpose and the reasons the author gives to support points
- Identify details that support the topic
- Identify and use proper nouns that name people, animals, places and things
- Identify and capitalize titles for people
- Sort words into categories
- Understand the concepts represented by categories
- Listen for fast or slow reading
- Follow rules for discussion
- Understand the sequence of events and describe the major events
- Ask and answer questions about key details while reading

- Identify and create simple commands
- Spell words with ch and tch using conventional spelling patterns
- Identify and describe the sequence of events
- Understand a story's main message or lesson
- Identify and use simple commands with that , this and those
- Identify and write simple commands using that, these and those
- Use sentence level context as a clue to the meaning of homophones
- Listen to hear words read correctly
- Participate in a class discussion
- Understand cause and effect
- Visualize while reading a selection to aid comprehension
- Use subjects and matching verbs to complete sentences
- Spell words with sh , wh and ph drawing on phonemic awareness and spelling conventions
- Understand cause and effect relationships
- Identify sound words and their use
- Identify and use singular and plural nouns with matching verbs in sentences
- Identify and read words with inflectional endings
- Identify frequently occurring root words and their inflectional forms
- Listen for natural expression during reading
- Use text evidence and prior knowledge to draw conclusions about a story
- Infer and predict while reading a story to aid comprehension
- Learn about present and past tense verbs
- Spell words with the long a sound drawing on phonemic awareness and spelling conventions
- Identify cause and effect relationships
- Use verbs that tell about actions that happened in the past
- Identify and use verbs that tell about present and past times
- Distinguish shades of meaning among verbs and adjectives
- Listen to hear how a reader's voice goes up and down
- Compare and contrast to understand a selection better
- Monitor and clarify while reading a selection to aid comprehension
- Learn about using is and are in sentences
- Spell words with the long i sound drawing on phonemic awareness and spelling conventions
- Compare and contrast to understand a selection better
- Use text and graphic features to find and understand information
- Use is and are as main verbs in sentences
- Use was and were as main verbs in sentences
- Use knowledge of the suffixes -er and -est to figure out the meanings of words

### Instructional Best Practices and Exemplars

**Instructional Best Practices and Exemplars**  
[Instructional Best Practices](#)  
 (Please see information in attached link)

Unit 4 Grade 1		
Unit 4 Reading Standards		
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Understand what key details are</li> <li>• Determine what key details are in a text               <ul style="list-style-type: none"> <li>• Recall key details of texts</li> <li>• Ask and answer questions about key details</li> </ul> </li> <li>• Ask and prompt who, what where, when, why and how regarding details of a text</li> <li>• Answer when prompted and use key details from the text</li> <li>• Ask and answer questions about key details, with support</li> </ul>
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> <li>• Identify the key details of a story</li> <li>• Retell stories in their words capturing the key details</li> <li>• Explain the story's central idea or message</li> </ul>
		RI.1.2: <ul style="list-style-type: none"> <li>• Identify the key details of a text</li> <li>• Retell texts in their own words capturing the key details</li> <li>• Identify the main topic of the text</li> </ul>
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Identify the key people, events, ideas, or information in a text</li> <li>• Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> <li>• Recognize feeling words and phrases in texts</li> <li>• Recognize sensory words texts</li> <li>• Describe what feeling or sense the words and phrases are appealing to</li> </ul>
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: <ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the story</li> <li>• Identify an illustration that helps to describe the character, setting, events</li> <li>• Explain how illustrations describe important story elements</li> <li>• Describe story elements using story details</li> </ul>

		RI.1.7: <ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>
	RI.1.8. Identify the reasons an author gives to support points in a text <b>and explain the application of this information with prompting as needed.</b>	<ul style="list-style-type: none"> <li>• Identify the key points an author is making in a text</li> <li>• Recognize the author’s reasoning by finding support within the text</li> <li>• Explain how this information is useful, with scaffolding, as needed</li> </ul>
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: <ul style="list-style-type: none"> <li>• Identify the characters in stories</li> <li>• Describe characters’ experiences in the stories</li> <li>• Identify similarities and differences in characters’ experiences in stories</li> <li>• Identify similarities and differences in what happened to the characters</li> <li>• Determine how characters solve problems</li> </ul>
		RI.1.9: <ul style="list-style-type: none"> <li>• Describe texts that are read, using various points (e.g., pictures, descriptions, etc)</li> <li>• Identify the similarities and differences of two texts on the same topic</li> <li>• Use various points of comparison (e.g., pictures, descriptions, etc)</li> </ul>
RL.1.10. With prompting and support, read <b>and comprehend stories</b> and poetry <b>at grade level complexity or above.</b>	RI.1.10. With prompting and support, read informational texts <b>at grade level complexity or above.</b>	<ul style="list-style-type: none"> <li>• Participate in reading activities, either in a group or independently</li> <li>• Articulate the purpose of the reading activities</li> <li>• Model and develop engaging reading habits that lead to reading increasingly complex texts independently</li> </ul>
RF.1.1. Demonstrate <b>mastery</b> of the organization and basic features of print <b>including those listed under Kindergarten foundation skills.</b> RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> <li>• Understand how a sentence is organized</li> <li>• Identify the first word of a sentence</li> <li>• Identify the capitalization used to begin the sentence</li> <li>• Identify the various types of end punctuation</li> </ul>
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) <b>by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b> 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.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		<ul style="list-style-type: none"> <li>• Identify long and short vowel sounds in single syllable words</li> <li>• Produce the sound for each letter and blend to make a word</li> <li>• Take apart a word by sounds</li> <li>• Discern letter sounds at the beginning, middle, and end of words</li> <li>• Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> <li>• Determine each phoneme of spoken one-syllable words</li> </ul>

RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> <li>Identify digraphs in orally produced words</li> <li>Produce the letters that make the sounds in words with digraphs</li> <li>Use specific strategies to decode words with digraphs</li> <li>Produce the letter sounds to make a one-syllable word</li> <li>Identify irregularly spelled words when reading</li> <li>Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding</li> <li>Identify long and short vowels when reading one-syllable words</li> <li>Accurately read both long and short vowels in common one-syllable words</li> <li>Use specific strategies to decode words using syllables</li> <li>Recognize the vowel sound in every syllable</li> </ul>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>Understand grade-level text when reading</li> <li>Read grade-level text aloud, making minimal errors</li> <li>Use an appropriate rate when reading aloud</li> <li>Use appropriate expression and inflection when reading text aloud</li> <li>Use appropriate self-correction strategies to read words and for understanding</li> <li>Reread text to better understand what was read, when necessary</li> </ul>
<b>Unit 4 Writing Standards</b>	<b>Unit 4 Writing Critical Knowledge and Skills</b>
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>Introduce the topic</li> <li>Express an opinion on the topic</li> <li>Include a reason to support the opinion</li> <li>Include a closing statement or section</li> </ul>
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> <li>Tell events in a sequence</li> <li>Describe events using details</li> <li>Use sequence words to show order of events (e.g., now, when, then)</li> <li>End with a closing sentence</li> </ul>
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.	<ul style="list-style-type: none"> <li>Respond to adults' and peers' (conferences and writing partner) questions and suggestions</li> <li>Reflect on writing and make changes</li> <li>Add descriptive words and details</li> <li>Recognize and correct spelling, grammar and punctuation errors</li> </ul>
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.	<ul style="list-style-type: none"> <li>Use technology to create and publish writing, with support when necessary</li> <li>Use technology to collaborate with peers, with adult support when necessary</li> </ul>
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> <li>Understand their role in the shared projects</li> <li>Contribute to the project from beginning to end</li> </ul>

	<ul style="list-style-type: none"> <li>• Use graphic organizers to aid in collaboration</li> </ul>
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions</li> <li>• Take notes on the key details of provided information</li> <li>• Read provided information to answer research questions and take notes</li> <li>• Recall from their own background knowledge to answer research questions</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.1.1. 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>SL.1.1.A. Follow agreed-upon <b>norms</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners)</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> <li>• Ask question(s) when confused about a discussion</li> </ul>
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text read aloud or information through other media to better student understanding</li> <li>• Practice asking questions for clarification of key details</li> <li>• Actively listen to presented information to answer questions</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Use strategies for asking questions that are on a topic</li> <li>• Use strategies for understanding and answering questions asked of them</li> </ul>
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• Describe familiar people</li> <li>• Tell about familiar places</li> <li>• Describe memorable events</li> <li>• Explain familiar events</li> <li>• Report facts and details about experiences feelings and emotions</li> </ul>
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• Add visuals in order to present detailed information to others</li> <li>• Construct drawings or gather other visual media when describing</li> <li>• Present information to others using appropriate visual displays to clearly express ideas</li> </ul>
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>• Express thoughts and feelings and ideas in complete sentences</li> <li>• Speak audibly to naturally express ideas</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>

<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. 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>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul 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> </ul>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• Understand that dates and names are capitalized</li> <li>• Recognize proper nouns when reading and apply when writing</li> <li>• Apply knowledge of ending punctuation to writing</li> <li>• Apply rules for using commas in writing to dates and to single word series</li> <li>• Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</li> <li>• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words</li> </ul>
<p>L.1.4. 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>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes <b>and inflection</b> (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> <li>• Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li> <li>• Explain the meaning of common affixes</li> <li>• Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li> <li>• Use knowledge of common affixes and inflection to understand words</li> <li>• Apply root words and their inflectional forms in reading, writing and speaking</li> <li>• Consistently decode words using the meaning of affixes root word, and inflection as a clue</li> </ul>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. 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>	<ul style="list-style-type: none"> <li>• Use and understand words that are rich in meaning in reading, speaking, and writing</li> <li>• Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</li> <li>• Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives</li> </ul>



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).	<ul style="list-style-type: none"> <li>• Use vocabulary accurately in speaking and writing</li> <li>• Demonstrate using conjunctions in speaking and writing</li> <li>• Listen, share and read a variety of texts</li> <li>• Use new words and phrases when writing, reading and responding to texts</li> </ul>
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.

Unit 4 Grade 1	
Content Area: Language Arts	
Unit Title/Core Novel: Fountas & Pinnell Shared and <a href="#">Guided Reading Amistad Commission Reading List</a>	Grade Level: 1
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary:  In this unit, students will read nonfiction and fiction text selections, in a variety of genres including informational text, biography, fantasy, fairy tale, folk tale, and poetry through IRA and Shared Reading experiences. Emphasis on comprehension while exploring the following target strategies: Question, Summarize, Monitor/Clarify, Infer/Predict and Visualize. Instruction focuses on main idea and details, compare and contrast, Author's Purpose, sequence of events, and cause and effect. Students will engage in small group reading experiences when reading on-level texts with accuracy, fluency, purpose and understanding. Word Study emphasis on long vowels o, e, a. The students will	<a href="#">21st Century Themes</a> /Career Readiness Practices:  Global Awareness Civic Literacy Environmental Literacy Health Literacy Financial, Economic, Business, and Entrepreneurial Literacy  CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.

<p>classify and categorize words, as well as build, blend, and decode when reading regular and irregular spelled one and two syllable words. Students will read sight words. Grammar skills to be taught include identifying questions, compound sentences, names of days, months, and holidays, future tense, and preposition. Students will define vocabulary words, answer questions about vocabulary, and use words in context.</p>	<p>CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>
<p>Core Instructional Materials:</p>	<p>Fountas &amp; Pinnell Shared and <a href="#">Guided Reading</a> materials  Achieve 3000 <a href="https://login.achieve3000.com/index">https://login.achieve3000.com/index</a>  Smarty Antz  NJ Student Learning Standards 1:  <a href="https://www.state.nj.us/education/cccs/2016/ela/g01.pdf">https://www.state.nj.us/education/cccs/2016/ela/g01.pdf</a>  GSuite for Education  Projector  Internet resources  Activity handouts from the teacher  Presentations via technology including educational videos on Safari and youtube.com · Subject software  Internet resources  Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
<p><b>Standards/ ELA Concepts</b></p>	
<p>Anchor Standards for Reading Grade 1: <a href="https://www.state.nj.us/education/cccs/2016/ela/g01.pdf">https://www.state.nj.us/education/cccs/2016/ela/g01.pdf</a></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,</li> </ul>	

scene, or stanza) relate to each other and the whole.

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Classroom (FPC) Reading Records for continuous progress monitoring</li> <li>● Daily Anecdotal Notes of observed student oral reading behaviors</li> <li>● Daily observations for evidence of students' thinking within, beyond, and about text during discussions</li> <li>● Observe Reader's Notebook for students' ability to articulate understandings through writing/drawing and evidence of thinking within, beyond, and about text</li> <li>● Foundations Day 5 dictation Check-Up progress monitoring: Dictate 3 sounds, 2 review words, 2 current words, 2 trick words, and 1 sentence</li> <li>● Daily observations of students' tapping and orally spelling unit words before writing</li> </ul>	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <ul style="list-style-type: none"> <li>● F&amp;P Benchmark Assessment MOY and EOY, BOY as needed</li> <li>● F&amp;P Benchmark Assessment, Part 3: Writing About Reading</li> <li>● F&amp;P Benchmark Optional Assessments to pinpoint specific learning needs</li> <li>● DIBELS BOY and EOY, MOY as needed</li> <li>● WIDA Access Assessment for English Language Learners, EOY</li> <li>● Foundations Unit Test: Foundations Unit Test: Dictate 5 sounds, 10 current words, 2 trick words, and 2 sentences <ul style="list-style-type: none"> <li>○ Unit 14: Segmenting and Spelling vowel-consonant-e in one syllable words</li> <li>○ Unit 15: Segmenting and Spelling vowel teams in one syllable words</li> </ul> </li> </ul> <p>Writing Continuum Rubric: Emerging, Early Writer, Transitional Writer  <b>Unit 4: Opinion Writing Scoring Rubric</b></p>

<ul style="list-style-type: none"> <li>• Daily observation of students’ ability to accurately find magnetic letter tiles to make words on letter boards</li> <li>• Daily observation of students’ ability to “Mark-Up” current and review words</li> <li>• Weekly Sight Words quiz</li> <li>• UDL Menu</li> <li>• Do Now / Exit Ticket</li> <li>• Teacher / Student Questioning</li> <li>• Class / Small Group Discussion</li> <li>• Graphic Organizers</li> <li>• Peer / Self Assessment</li> <li>• Visual Presentations</li> <li>• Think Pair Share</li> <li>• Teacher Observation / Anecdotal Records</li> <li>• Computer Based Applications/Programs</li> <li>• Practice Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Picture Tells a Story</li> <li>-Topic Generation</li> <li>-Genre Writing: Informational Text</li> <li>-Spacing and Punctuation</li> <li>-Letter Formation</li> <li>-Letter/Sound</li> </ul>
District/School Texts	District/School Supplementary Resources
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"> <li>• FPC Instructional Contexts: Shared Reading, Guided Reading, Reading Mini Lessons, Interactive Read Alouds</li> <li>• FPC Collection Guides</li> <li>• F&amp;P Literacy Continuum</li> <li>• F&amp;P Prompting Guides Part 1 for Oral Reading and Early Writing: Teach Prompt Reinforce</li> <li>• F&amp;P Prompting Guides Part 2 for Comprehension: Thinking, Talking, Writing Within Beyond About</li> <li>• FPC Online Resource</li> <li>• Reader’s Notebook</li> <li>• Foundations Level 1 Kit</li> <li>• Orton Gillingham Approach</li> <li>• Writer’s Workshop Mini Lessons (Deanna Jump) <ul style="list-style-type: none"> <li>○ <b>Unit 4: Informational Text:</b> Students participate in conferences on a daily basis (5-10 mins). They are expected to be actively engaged throughout the entire writing time. Student's writing may just be pictures or scribbles at the beginning of the year</li> </ul> </li> </ul>	<p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <ul style="list-style-type: none"> <li>• Reading A-Z</li> <li>• Smarty Antz</li> <li>• Word Wall Activities</li> <li>• Foundations Level 1 Fluency Kit</li> <li>• Foundations Level 1 Progress Monitoring Kit</li> <li>• Sitton Spelling and Word Skills Level 1</li> <li>• F&amp;P Guided Reading: A Responsive Teaching Across Grade Levels</li> <li>• F&amp;P Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8</li> <li>• F&amp;P Literacy Beginnings, PK-K</li> <li>• F&amp;P Genre Study: Teaching with Fiction and Nonfiction Books</li> <li>• F&amp;P Comprehensive Phonics, Spelling, and Word Study Guide</li> <li>• FPC The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching</li> <li>• F&amp;P When Readers Struggle, K-3</li> <li>• Strategies that Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis</li> <li>• The Reading Strategies Book by Jennifer Serravallo</li> </ul>

<ul style="list-style-type: none"><li>● Writer’s Journal</li></ul>	<ul style="list-style-type: none"><li>● The Writing Strategies Book by Jennifer Serravallo</li><li>● Handwriting without Tears, Pre-K-1</li></ul>	
District/School Writing Tasks		
<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <ul style="list-style-type: none"><li>● Research/Informational/Explanatory</li></ul>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <ul style="list-style-type: none"><li>● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li></ul>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i> <ul style="list-style-type: none"><li>● Text Dependent Writing (TDQ)</li><li>● Quickwrites</li><li>● Routine Writing</li></ul>
Unit Essential Questions		
<ul style="list-style-type: none"><li>● How does the identification of key ideas help us understand various text types?</li><li>● What are good reading habits?</li><li>● How do conversations about literature assist with the analysis of the text?</li><li>● How do visual representations help with the understanding of text?</li><li>● How do readers understand the broad range of reading materials and genres?</li><li>● How does organized story structure (beginning, middle, end) lead to understanding?</li><li>● How do readers apply reading strategies to improve understanding and fluency?</li><li>● Decoding and Vocabulary What is the relationship between oral and written language?</li><li>● How do readers apply word structure analysis and vocabulary skills to comprehend selections?</li><li>● Reading Behaviors How do students become active and engaged readers?</li></ul>		
Unit Enduring Understanding		
<ul style="list-style-type: none"><li>● Understand what key details are.</li><li>● Identify the key details of a story.</li><li>● Illustrations to develop a better understanding of a story.</li><li>● Purpose of specific reading activities.</li><li>● Model and develop engaging reading habits.</li><li>● Sentence organization.</li><li>● Identify digraphs in orally produced words.</li><li>● Understand grade-level text when reading.</li><li>● Tell events in a sequence.</li><li>● Take notes on the key details of provided information.</li><li>● Participate in a variety of conversations about literature.</li></ul>		

- Ask and answer questions about a text read aloud or information through other media to better student understand.
- Use strategies for asking questions that are on a topic.
- Visuals present detailed information.
- Express thoughts and feelings and ideas in complete sentences.
- Understand that dates and names are capitalized.
- Use strategies to determine the meaning of a word or phrase using context clues.
- Understand words that are rich in meaning in reading, speaking, and writing.
- Use vocabulary accurately in speaking and writing.
- Digital device and explain its purpose.

### Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- author
- point of view
- develop
- narrator
- speaker in text
- analyze
- detail
- event
- elaborate
- illustrate
- explain
- anecdotes
- individual
- phrases

- figurative meaning
- connotative meaning
- synonyms
- antonyms
- analyze
- specific
- impact
- meaning tone
- word choice
- determine
- analyze
- chapter heading
- stanza
- text structure
- section
- paragraph
- graphics
- headings
- captions
- media
- media format
- topic/theme
- issue information
- synthesize
- summarize
- evaluate
- argument
- distinguishing claim
- evidence valid
- validity
- claim
- warrant
- counterclaim
- rebuttal
- compare
- contrast
- similar
- difference
- presentation
- event point of view
- perspective

## Unit Learning Targets (Students will do...)

- Listen for stressed words
- Ask and answer questions about details in a text read aloud
- Participate in a collaborative discussion
- Recognize and read irregularly spelled words
- Identify the main idea and details about the topic
- Ask questions while reading a story and look for text evidence to answer them
- Produce questions
- Spell words with the long o sound drawing on phonemic awareness and spelling conventions
- Identify the topic , main idea and details
- Identify the author's purpose
- Identify reasons the author gives to support points
- Identify the features of questions
- Produce and expand simple questions correctly
- Know and use frequently occurring affixes as a clue to the meaning of a word
- Listen for natural pauses
- Ask and answer questions about what you hear
- Follow rules for discussion
- Compare and contrast characters in a story
- Visualize while reading a story
- Produce compound sentences using conjunctions
- Spell words with the long e sound phonetically, drawing on phonemic awareness and spelling conventions
- Identify dialogue and its use in a story
- Define words by category
- Define words by one or more key attributes
- Listen for expression or feeling
- Follow rules for speaking and listening
- Identify and use months, days, and holidays with proper capitalization
- Spell words with ai and ay drawing on phonemic awareness and spelling conventions
- Understand author's purpose
- Draw conclusions based on text evidence and personal experiences
- Identify how to write the names of months, days and holidays using a capital letter
- Write dates correctly with commas and capitalize names of days, months and holidays
- Use sentence level context as a clue to the meaning of a word or phrase
- Listen for intonation , or pitch
- Identify sequence of events
- Monitor understanding of a selection while reading and use various strategies to clarify text to aid comprehension
- Understand and use verbs that tell about the future
- Spell words with vowel teams oa, ow, (long o) phonetically, drawing on phonemic awareness and spelling conventions
- Understand sequence of events



- Use context to figure out words and phrases
- Understand and use verbs with “going to” to tell about the future
- Distinguish shades of meaning among verbs
- Listen for how fast and slow a reader reads
- Retell a story and tell a lesson the story teaches
- Identify cause and effect
- Make inferences and predict outcomes based on text evidence in a selection
- Understand and use frequently occurring prepositions and prepositional phrases that tell when and where
- Spell compound words, drawing on phonemic awareness and spelling conventions
- Demonstrate understanding of a story’s message or lesson
- Build and read compound words
- Decode two syllable words following basic patterns by breaking words into syllables

### Instructional Best Practices and Exemplars

### Instructional Best Practices and Exemplars

[Instructional Best Practices](#)

(Please see information in attached link)

### Modifications for SpEd/ESL/Students at Risk/Gifted

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I&RS Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size

- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days

- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates