

Revise January 2021

BOE approved January 2021

Pacing Guide

Units	Anticipated Timeframe
Unit 1: Phonemic Awareness, Phonics, Fluency, Word Study/Vocabulary, Central Message. Literature and Informational text, (cross-curricular), Writing Narratives, Writing about Characters, story events, setting, and details in sequence.	September- October 35 days
Unit 2: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing	October- November-December 35 days
Unit 3: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing, Write Narratives, Revise & Edit	January-February 35 days
Unit 4: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Illustrations to Gain Understanding, Write Narratives, Revise, Edit, & Publish,	February-March 35 days

Retell in sequence, Compare and Contrast.	
Unit 5: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Write Personal Narratives, Revise, Edit, & Publish,	March-April-May 35 days
Unit 6: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Opinion Writing, Write Book Review, Revise, Edit, & Publish,	May -June 35 days

Core materials:
 Pearson *ReadyGen*
 Pearson *My Sidewalks*
 HMH *iRead*

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

<p>Unit 1: Integrated English Language Arts / 1st Grade</p>	<p>Duration: 5-6 weeks Approximately 25-30 days</p>
<p>Unit Summary: This Unit will encompass reading from a multitude of genres to include fiction, nonfiction, and poetry. Students will read closely to identify words within text to establish meaning. Students will transfer their reading into evidence based opinion writing across the curriculum through student collaboration and shared feedback.</p>	
<p>NJ Student Learning Standards:</p> <p>RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	

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

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

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

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

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

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

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

RI.1.2. Identify the main topic and retell key details of a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic, electronic menus, icons) to locate key facts of information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

Distinguish long from short vowel sounds in spoken single-syllable words.

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

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

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

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

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.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading*

and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 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.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Interdisciplinary Connections

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

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

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

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

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

[Career Readiness, Life Literacies, and Key Skills](#)

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Essential Understanding

Essential Questions

Students will understand that...

- Students can read and reread the whole time during reading time.
- Students can make a picture in their mind before reading, predict, and revise images as they read the story.
- Students can talk with their partners about books in ways that helps them both understand, comprehend and have fun.
- How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?

- How can readers build stamina to read and reread for the entire time?
- How do readers make sure that they are understanding and picturing what they are reading?
- How can readers talk with their partners about books in ways that lets them share and think about them and enjoy the text?
- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.

Evidence of Student Learning

Suggested Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

After with with the story *Stellaluna* Students will write sentences and illustrate the friendship between the birds and Stellaluna. How did the Characters show friendship when they first met and later in the story.

(Module A *ReadyGen*)

Use Facts from *Time to Sleep* and *What Do You do With a Tail Like This?* to write questions about animals.

(Module B *ReadyGen*)

Other Assessments

Formative Assessments

- Teacher Observation
- Performance Assessments
- Project Specific Rubrics
- Students' writing

Summative Assessments

- Tests
- Quizzes

Benchmark Assessment

- Benchmark
- iRead Foundational Skills assessment

Alternative Assessments

- Wordle of Key Terms
- Discussion Rubric
- Teacher Observations
- Sentence Frames
- Group Work/Class Work

Knowledge and Skills	
Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Use pictures and story details to describe the characters, settings, and story events. ● Understand the components and routines of the readers' workshop model. ● Make thoughtful book choices. ● Think and talk about books with each other to enhance their learning community. ● Stay focused on their reading throughout the reading workshop ● Have tools to figure out tricky words and demonstrate flexibility in their use of print strategies ● Use expression and read with fluency ● Help each other to build comprehension, fluency and monitoring 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Gather as a community to learn how to read, share ideas, listen, and celebrate their progress as developing readers ● Recognize different parts of books ● Listen, share, and use the ideas that are discussed during workshop to grow as readers ● Determine places in their environment where they can do they best reading and thinking ● Use story elements to help them understand what they are reading ● Use personal experiences when reading in order to share what they know and develop questions ● Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text ● Visualize when they investigate, learn from, and practice their reading

- Use clues to help them determine the meaning of unfamiliar words
- Notice and learn from information presented in pictures or illustrations and information provided by words in the text.
- Choose books carefully so that they don't find themselves reading a book that is either too easy, or too hard for them to understand
- Explore a variety of genres as they expand their curiosity about the different books that they read.
- Record what they think about and learn from books they read
- Remember the facts from their nonfiction texts when they retell and share this information with a partner
- Improve and grow they need to practice so they can build their reading strengths.
- Vary their reading selections to incorporate different genres.

Instructional Plan	
Suggested Activities	Resources
Play Vocabulary Simon Says. Teacher provides movement words from poetry selections and students “act out” the words.	Poetry selections, movement words
Students create vocabulary posters in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart	Chart paper, art supplies, Schoolwide vocabulary lists
Students illustrate good vs. bad partner sharing (turn and talk) strategies on a paper divided in two. Ex: one side showing students talking all at once (speech bubbles) vs. other side students raising their hands, etc	Journals, crayons, pencils
Students choose a favorite character from a mentor text to act out, portray likes and dislikes.	props
Suggested Websites	
Short reading passages that help focus on comprehension	www.Readworks.org
Videos, fun facts, and games of various animals and photography	www.Kids.Nationalgeographic.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Students can practice skills using a variety of games and activities.	http://www.starfall.com http://www.abcya.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers
- Use visuals

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach concepts
- Build background knowledge
- *cloze* activities
- *iRead* data based small group/ individual instruction

Special Education

- Follow all IEP modifications
- Use audio books, movies, videos and digital media instead of reading print materials.
- Take more time to complete a task
- Work closely with teacher during completion of activities.

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.

Correlation Key

Holocaust

Amistad

Financial Literacy

[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

<p>Unit 2: Integrated English Language Arts / 1st Grade</p>	<p>Duration: Approximately 25-30 days</p>
<p>Unit Summary This unit will encompass reading from a multitude of genres to include fiction with character study, nonfiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. Continued emphasis on evidence based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear constructive responses.</p>	
<p>NJ Student Learning Standards</p>	
<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	

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

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

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

Integration of Knowledge and Ideas

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

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

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

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds.

Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

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

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

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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*).

Interdisciplinary Connections

11.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

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

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

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Essential Understandings

- Students will notice patterns, self-monitor, and self-correct as they read.
 - Readers use pictures and words to learn important information about the characters.
- Readers reread books to notice important clues and how the story and characters may develop and change.

Essential Questions

- How do readers develop fluency and make meaning while reading?
- How do readers get to know the characters in their books?
- How can rereading help readers notice more fiction elements?

Evidence of Student Learning

Suggested Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

<p>Based on Readings <i>Recess Queen</i> and <i>A Fine, Fine School</i>, Children will think about how the characters acted as good classroom citizens. They will write their opinions about how a good classroom citizen acts and and supply reasons. (Module A <i>ReadyGen</i>)</p> <p>Students will use Bryan from <i>Far From home</i> or a student of their choice from <i>Going to School</i> and compare and contrast this student’s school experience with their own. (Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Quizzes • Classroom discussions • Students’ daily work <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Opinion Rubric • Module 2 Unit Assessment <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Draw a Picture to Show Comprehension with Verbal Explanation • Group Work/Class Discussion Rubric • Response Sentence Starters
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify and understand who their characters are. • Identify and understand where and when the setting is. • Understand and describe major events in their stories, using key details. • Think and talk about characters, setting, and major events 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Find words and phrases in stories or poems that describe a character or narrator’s feelings • Compare and contrast characters’ experiences in a story • Compare and contrast characters’ experiences and adventures from two different stories

<ul style="list-style-type: none"> • Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts • Retell to check for understanding and contribute to conversation. • strategies to help them comprehend what they read. • Monitor comprehension to make sure they understand what they read. 	<ul style="list-style-type: none"> • Reread and think closely about story elements from beginning to end • Make predictions and understand characters and their problems • Notice similarities and differences when reading different versions of a familiar story • Use information from pictures and text to get to know characters • Infer characters' feelings, motives, and attributes using prior knowledge and the text itself • Use personal schema to connect with and understand realistic fiction stories • Engage with fictional texts as they visualize who, when, where and what • Generate questions as they read.
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Instructional Plan

Suggested Activities	Resources
Choose on illustration from their read and write a caption.	Text, paper,
Students will perform Reader's Theater story <i>Follow the Drinking Gourd</i> for their classmates. Students will dress like and create props to use to support the characters and setting of their story. Students will understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	Reader's Theater & Book <i>Follow the Drinking Gourd</i> , props, materials to make the setting and costumes https://www.readerstheaterallyear.com/articles/20101019_1
Students create a venn diagram using hula hoops and post-it's to explain major differences between fiction books, informational books	2 Hula Hoops, post-it notes, pencils

and what is included in both. Students present information to the class once venn diagrams are completed.	
Websites	
Online story books that can be shared using the interactive projector or used as a resource for centers.	www.tumblebooklibrary.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Short reading passages that help focus on comprehension	www.readworks.org
Modifications	
<p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	
<p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p>	
<p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	
<p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p><i>*See below for further ways to accommodate and modify</i></p>	
Suggested Options for Differentiation	

English Language Learners

- Pair with a strong student as a “buddy”
- miming and roleplay
- personal word walls / word rings
- Pre-teach key vocabulary
- small group instruction / cooperative learning

Gifted and Talented

- Organize and offer flexible small group learning activities
- problem-solving simulations
- Mini lessons to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit

504

- Follow 504 plan

- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.

Correlation Key

Holocaust

Amistad

Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
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<p>Unit 3 : Integrated English Language Arts / 1st Grade</p>	<p>Duration: Approximately 25-30 days</p>
<p>Unit Summary This unit will encompass reading from a multitude of genres to include fiction with character study, nonfiction with emphasis on visuals to support meaning, and word study to strengthen comprehension and fluency. Students will engage in daily lessons and activities that teach independent reading strategies, develop vocabulary and build stamina. Continued emphasis on evidence based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.</p>	
<p>NJ Student Learning Standards</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and

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

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

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Interdisciplinary Connections

11.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

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

8.2.2.ITH.2: Explain the purpose of a product and its value.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

8.2.2.ITH.2: Explain the purpose of a product and its value.

Essential Understandings

- Nonfiction readers think about background knowledge, make observations, and ask questions.
- Readers use various text features to extend their knowledge about the topic.
- Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.

Essential Questions

- What is happening in the text, how does that work, and what does that mean?
- How do the text features help readers understand the information?
- What are the strategies that readers can use to figure out words that they don't know?

Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students write about a choice they made to save money or spend or spend money.</p> <p>Class will generate a list of goods and a list of services. Students will choose a good or a service he or she feels is especially important and write their opinion about. They will support opinions with a reason.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student opinion writing rubric ● Class discussions ● Conferencing <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Quizzes ● Unit Assessments ● Linkit Skill Assessments <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Mid year benchmark ● Linkit ELA Test B ● HMH foundational Skills Assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● retell or act out ● respond to stories orally ● recognize a set of high frequency words ● KWLA Chart: Know, Want to Know, Learn, Analyze

Knowledge and Skills

Content

Students will know...

- How to use pictures and details in an informational text to help me explain the key ideas.
- Think and learn new things when they read nonfiction.
- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text
- Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts.
- Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts.

Skills

Students will be able to ...

- Learn new information about interesting subjects and topics by reading and studying nonfiction texts
- Use the text features of nonfiction as clues
- Slow down and take time to notice the features, details, information, and new words in nonfiction texts
- Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense
- Use dates, timelines, and key ideas that are organized chronologically to help them learn about history and important people
- Stop and use strategies when coming upon unfamiliar words or phrases, or when something does not make sense
- Know that it is important to determine why a writer wrote his or her text

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| | <ul style="list-style-type: none">● Uncover the messages behind the topics they read about by asking questions and paying attention to the evidence and examples writers include in their books● Use a Table of Contents to find out where information is located in the nonfiction text they read● Use captions and labels to help them identify the visual information that's represented in illustrations and photos● Determine the meaning of unknown words by using fix-up strategies, background knowledge, and context clues to help them● Better understand the nonfiction text they read when they activate their prior knowledge and make connections● Use “who, what, when, where, why, and how” questions to help them clarify and understand information● Learn how the genre of literary nonfiction presents real information by |
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	<p>using literary language and a story structure</p> <ul style="list-style-type: none"> ● Recognize how sequential structures help them understand order and procedures in the nonfiction text they read ● Use timelines to help gain additional information about the topics they are reading and learning about ● Use additional resources found in the back of nonfiction books in order to learn more information about the topics they are reading about <p>Synthesize information to help them demonstrate and better understand what they have learned</p>
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Instructional Plan

Suggested Activities	Resources
<p>Students explore various non-fiction virtual tours on Google Street View. Discuss and clarify, with a partner, facts (not opinions) learned from virtual tour.</p>	<p>Interactive projector, Chromebook, google street view links</p>
<p>Have a Non-Fiction Text Feature Scavenger Hunt. Break class into teams and the team that finds the most non-fiction text features</p>	<p>Mentor texts that have all features of nonfiction, anchor chart, post-its.</p>

wins the scavenger hunt. Students use post-it to mark all nonfiction text features.	
Websites	
Short reading passages that help focus on comprehension	www.readworks.org
Short reading passages to improve comprehension, assessments included	www.readtheroy.org
Printable materials for specific skills.	http://www.readinga-z.com
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*See below for additional ways to accommodate and modify</i></p>	
Suggested Options for Differentiation	

English Language Learners

- Increase comprehensible input via visuals, gestures, miming, or roleplay
- word rings
- Pre-lessons
- Total physical response(TPR) activities
- Pre-teach key vocabulary
- teacher modeling
- *Cloze* activities

Gifted and Talented

- Use centers, stations, or contracts
- Students design questions
- Choice board to extend learning
- Teach cognitive and methodological skills

Basic Skills/Economically Disadvantaged/Students at Risk

- Make use of books on digital text.
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education

- Follow all IEP modifications
- Provide differentiated instruction as needed
- Think alouds
- Group students in partnerships that will facilitate discussion and collaborative environments
- Model

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.

Unit 4: Integrated English Language Arts / 1st Grade

Duration: Approximately 25-30 days

Unit Summary

This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and nonfiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross-curricular, evidence based writing will continue across the narrative, informational, and opinion units with a strong focus on narratives and writing longer responses.

NJ Student Learning Standards

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

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions

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

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

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

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

SL.1.6 Produce complete sentences

Interdisciplinary Connections

11.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

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

8.2.2.ITH.2: Explain the purpose of a product and its value.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Essential Understandings

- Students are able to use rubrics effectively
- Effective readers use appropriate strategies as needed to construct meaning.
- An understanding of Standard American English helps us understand what we read and what we hear.
- Good listening and speaking skills help us better understand each other.
- Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.

Essential Questions

- How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched?
- What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?
- What are the strategies that readers can use to figure out words that they don't know?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

- Students will reflect on the importance of families in the stories they have read. They will create a narrative that tells about a family.
- Using the information gathered from *How a seed grows* and *The life Cycle of an Apple Tree* to explain how a seed grows

Other Assessments

Formative Assessments

- Narrative Rubric
- Opinion Rubric
- Performance Assessments
- Exit Slips
- Conferencing

Summative Assessments

- Tests
- Quizzes

	<ul style="list-style-type: none"> ● Projects <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Reading Benchmark ● Linkit Assessment C ● HMH Reading Inventory <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Create a bookmark list facts from <i>How a seed grows and The life Cycle of an Apple Tree</i> ● Create a comic strip of story that includes all story elements ● Diary entry from a character students have read about.
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to use pictures and details in an informational text to help me explain the key ideas. ● Think and learn new things when they read nonfiction. ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text ● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Learn new information about interesting subjects and topics by reading and studying nonfiction texts ● Use the text features of nonfiction as clues ● Slow down and take time to notice the features, details, information, and new words in nonfiction texts

<ul style="list-style-type: none"> • Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. 	<ul style="list-style-type: none"> • Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense • Stop and use strategies when they come upon unfamiliar words or phrases, or when something does not make sense
Instructional Plan	
Suggested Activities	Resources
<p>Teacher reads aloud the story <i>Rebekkah's Journey</i> by Ann E Burg without showing the illustrations. Students will use details in a story to create illustrations that describe its characters, setting or events. Students retell the story to a partner using their illustrations to help. Teacher re-reads story showing the illustrations to compare.</p>	<p>Reading Response Journal, crayons, pencils, mentor text</p> <p><i>Rebekkah's Journey</i> by Ann E Burg</p>
<p>Students play Word Charade to clarify the meaning of words and phrases in a text. Break the class into teams. Display mentor texts and have students act out words. Students have a chance to guess the correct word and explain what it means.</p>	<p>Mentor text, interactive projector, easel (for keeping score)</p>
<p>Students develop question based on their reading. Then attempt to answer one another's questions in a game format.</p>	<p><i>How a seed grows, The life Cycle of an Apple Tree</i> Post-its, pencils</p>
Websites	
<p>Short teaching videos in all content areas that include interactive quizzes.</p>	<p>www.brainpop.com</p>

Printables, activities and lesson plans

<https://www.education.com/games/grammar/>

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Ask clarifying questions
- Paragraph frames
- Create Graphic Organizers with teacher before writing
- Pre-teach key vocabulary
- Modeled and shared writing activities

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts

- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/

- Follow all IEP modifications
- Provide differentiated instruction as needed
- PGroup students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.

Correlation Key

Holocaust

Amistad

Financial Literacy

[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

<p>Unit 5: Integrated English Language Arts / 1st Grade</p>	<p>Duration: Approximately 25-30 days</p>
<p>Unit Summary: This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, nonfiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross-curricular, evidence based writing will continue across the narrative and informational with a strong focus on writing longer responses that include the use of time related transitions and sequence words.</p>	
<p>NJ Student Learning Standards</p>	
<p>RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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

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

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon norms for discussions. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

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

Interdisciplinary Connections

11.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

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

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

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Essential Understanding

- Nonfiction readers think about background knowledge, make observations, and ask questions.
- Readers use various text features to extend their knowledge about the topic.
- Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.
- How do readers apply word structure analysis and vocabulary skills to comprehend selections?

1. Essential Questions

- What is happening in the text, how does that work, and what does that mean?
- What are the strategies that readers can use to figure out words that they don't know?
- How do the text features help readers understand the information?
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell.

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Children will write a realistic fiction or make-believe story that includes the moon as a central feature. Ideas and inspiration should come from *King Kafu and the Moon* and *Let's Visit the Moon*.
(Module A *ReadyGen*)

Formative Assessments

- Narrative Rubric
- Informational Rubric
- Project

Students will write a question and answer book about a planet or another element of the solar system using *Our World in Space: Planets and the Sun* and other texts.

Summative Assessments

- Unit Tests

<p>*Extension: These can be put into a presentation using word processing programs, and students can add graphics. They will present their projects to classmates. (Module B <i>ReadyGen</i>)</p>	<ul style="list-style-type: none"> ● Lesson Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark assessment ● Comprehension Skills Assessment (HMH Reading Inventory) <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion ● Teacher Observation ● Verbal Responses ● Student Friendly Rubrics ● Modified Graphic Organizers
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Define words by category and one or more attribute. ● Name and focus on the topic ● supply some facts about the topic and add details to strengthen writing ● Provide closure ● Respond to questions and suggestions from peers ● with assistance, use digital tools to produce and publish writing ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question ● Recognize a set of high frequency words 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Answer text based questions after reading and rereading informational text ● Find key details about a text and share verbally on in writing ● Read grade level high frequency words with irregular spelling patterns ● Create written texts for others to read.

Instructional Plan	
Suggested Activities	Resources
Students will practice organizing sentences regarding the solar system they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will choose an “All About Book” topic and can write down or draw facts they already know about their selected topics on a sheet of paper or brainstorm possible places for research.	Chromebooks, interactive whiteboards, art supplies, mentor text
Websites	
Kid safe search engine	
360-degree virtual tour of landmarks around the world.	www.kidrex.com
Videos, fun facts, and games of various animals and photography	www.google.com/streetview/
<i>Short reading passages that help focus on comprehension</i>	www.Kids.Nationalgeographic.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> ● Practice finding subject and verb in text sentences ● Allow for additional wait time for student responses ● Preview lessons ● Create cognate chart 	
Gifted and Talented <ul style="list-style-type: none"> ● Organize integrated problem-solving simulations ● Higher level questioning 	

- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- iRead small group or individual data based lessons
- Chunk texts
- Graphic organizers
- Use of a *Whisper phone* or have students read aloud

Special Education/504

- Follow all IEP modifications/504 plan
- Pre-teach and model strategies to learn and practice new vocabulary
- Provide differentiated instruction as needed
- Provide students with a study guide before a test or quiz to help them prepare
- Cooperative learning groups

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.

Correlation Key

Holocaust

Amistad

Financial Literacy

[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

<p>Unit 6: Integrated English Language Arts / 1st Grade</p>	<p>Duration: Approximately 25-30 days</p>
<p>Unit Summary: This unit will encompass reading from a multitude of genres to include fiction with character study, nonfiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. In addition, attention will be given to grade level conventions. Continued emphasis on evidence based writing will occur across with a strong focus opinion writing and writing meaningful constructive responses.</p>	
<p>NJ Student Learning Standards</p>	
<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p>	

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

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

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

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

RL.1.8. (Not applicable to literature)

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

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

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

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

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

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

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

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

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

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

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

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

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

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

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

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

L.1.6. 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*).

Interdisciplinary Connections

11.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

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

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

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

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

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.1: Communicate the function of a product or device.

Career Readiness, Life Literacies, and Key Skills

<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</p>	
<p>Essential Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Writers look for examples of well-crafted writing and use those models in their own writing. ● Writers brainstorm topics and choose one that they feel is an important for them to share with others. ● Students will vary sentence beginnings, length and punctuation to target the intended audience. ● Readers use punctuation to gain meaning of text 	<ul style="list-style-type: none"> ● How do authors use elements of writing to tell stories from beginning to end? ● How do authors select what story they are choosing to tell? ● How do writers maintain audience interest using various sentence lengths, patterns and style?
<p style="text-align: center;">Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p style="text-align: center;">Other Assessments</p>
<p>Students will write a review o one of the texts they have read. They will include information from the text that helped them form their opinion</p> <p style="text-align: center;">(Module A <i>ReadyGen</i>)</p> <p>After reading <i>Whose Is This?</i> students will think about the items that were lost and write about the most interesting one and why. They will write their opinions and include information from the text.</p> <p style="text-align: center;">(Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Opinion Rubric ● Conferencing ● Informal writing samples <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Lesson Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark ● Linkit Assessment C

	Alternative Assessments <ul style="list-style-type: none"> ● Create a “movie poster” of a text ● Quick write ● Sentence completion
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> ● Rereading a text helps comprehension. ● Good readers go back and read again if something is not clear ● Affixes can be added change the meaning of words ● Find Main Ideas and details are used to retell ● Identify basic similarities in and differences between two texts 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Recall story elements using key details and main ideas. ● Observe how an author presents facts and recognize important word choice ● Understand narrative nonfiction text ● Compare and contrast facts and information ● Observe, notice, and collect information about topics ● Learn new topics by reading books, asking questions and making careful observations
Instructional Plan	
Suggested Activities	Resources
Students work in pairs to identify words and phrases in poems or other texts that appeal to the senses.	Paper, mentor text, pencils
Play Kahoot to assess students’ knowledge about various grade level grammar skills	Kahoot premade game, Chromebook/iPad, interactive projector
Teacher reads <i>The Feather-Bed Journey</i> by Paula Kurzband Feder. Student relate items they treasure to Grandmother’s feather pillow.	<i>The Feather-Bed Journey</i> by Paula Kurzband Feder

<p>Each student will share why are these items special? Discuss as a class; Do all treasures have monetary value?</p>	
<p>Websites</p>	
<p>Interactive game on all subjects. Pre-made items are available or teachers can create their own.</p>	<p>https://kahoot.com</p>
<p>E books for all subjects and levels that include assessment opportunities.</p>	<p>https://www.getepic.com</p>
<p>Modifications</p> <p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*See below for additional ways to accommodate and modify</i></p>	
<p>Suggested Options for Differentiation</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide hands on activities. ● Create graphic organizers ● Provide <i>cloze</i> paragraphs when students are asked to do longer writing assignments ● Build background knowledge ● Use visuals 	
<p>Gifted and Talented</p>	

- Set up independent learning opportunities such as research topics of interest
- Students design questions
- Expand reading bookshelf 'variety of genre'

Basic Skills/Economically Disadvantaged/Students at Risk

- Daily Foundational Skills practice (iRead)
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Make use of cooperative learning groups
- Pre-teach and model strategies to learn and practice new vocabulary

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.