

English Language Arts- Grade 1

Unit # 1

Title: Around the Neighborhood

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. 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 word.
 - A. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - B. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - C. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational

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

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Writing

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Writing Continued

- 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.

Speaking & Listening

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

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - 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).
 - F. Use frequently occurring adjectives.
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use end punctuation for sentences.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> • Reading expands understanding of the world, its people and oneself. • Readers read a lot and for a longer time each day. • Readers make movies in their minds as they read to help them understand the text. • Readers work with partners to understand their texts better. • Writers tell and write stories about their lives and tell details about what happened. • Writers can use many strategies to write words. • Writers can work with partners to help plan/tell their stories and make sure that others can read and understand their writing. 	<ul style="list-style-type: none"> • What is important about being a friend? • What happens during a storm? • Why is going to school important? • Who can you meet in a neighborhood? • What happens on the train? • What clues tell you how a character feels? • Why is the order of story events important? • What information do words and pictures give? • How does the setting make a story interesting? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> • How to apply grade-level phonics and word analysis skills in decoding words. • How to identify the main idea and retell key details of text, and retell stories, including key details, and demonstrate understanding of their central message or lesson. • How to describe characters, settings, and major events in a story, using key details. • How to write narratives to develop real or imagined experiences or events. 	<p>Letter</p> <p>Rhyme</p> <p>Cover</p> <p>Envision</p> <p>Stamina</p> <p>Plot</p> <p>Non-fiction</p> <p>Poetry</p> <p>Rubric</p>	<p>Sound</p> <p>Syllable</p> <p>Title</p> <p>Retell</p> <p>Independent</p> <p>Narrative</p> <p>Adjective</p> <p>Compare</p> <p>Draft</p>	<p>Beginning</p> <p>Sentence</p> <p>Illustration</p> <p>Conclusion</p> <p>Character</p> <p>Informational</p> <p>Noun</p> <p>Fantasy</p>	<p>Ending</p> <p>Picture Walk</p> <p>Prediction</p> <p>Critique</p> <p>Setting</p> <p>Fiction</p> <p>Fable</p> <p>Antonym</p>
<p align="center">Skills <i>Students will be able to...</i></p>				
<ul style="list-style-type: none"> • Identify the main idea and details about what a friend is. • Discuss characteristics of informational texts, such as the photos of real children. • Expand understanding of the topic of friendship. • Learn about the structure of poetry and study rhyme as a poetic device. • Identify sensory words and phrases poets use to describe. • Use clues about characters to understand their actions and feelings. • Study characteristics of realistic fiction and how aspects of this genre reflect real life. • Use factual information to learn about stormy weather. • Observe photographs and read captions to broaden understanding of text. • Tell events in the order in which they happen. • Study the descriptive words and phrases an author uses. • Learn factual information about schools of the past. 				

Skills Continued

Students will be able to...

- Compare information presented in a chart.
- Identify various text and graphic features and understand how they add meaning to the text.
- Study how the words the author chose affected the text.
- Experience a fable in the format of Readers’ Theater.
- Analyze what the story lesson, or moral, is.
- Describe the characters, settings, and events in the plot.
- Understand aspects of the fantasy genre, such as animal characters that act like people.
- Learn what people can see and do at a zoo.
- Discover how to locate information on a map.

[Specific Skill List](#)

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

- Anecdotal records
- Homework
- Class work
- Running Records
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

Student Self-Assessment

- Reflections using classroom discussion, exit tickets, and rubrics.
- Responses to Literature
- Reflection on the learning scale or target

Common Assessments

- *Fox in the Box* Assessment
- *Reading Inventory*
- Performance Based Writing Tasks
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- *Foundations* Learning Groups for phonics skill building
- Literacy Centers with leveled readers
- Smartboard/Laptop literacy practice
- Multi-sensory word work stations
- Teacher Read Aloud with emphasis on robust vocabulary
- Narrative Writing Performance Task
- Comprehension and Fluency modeling using the I do it, We do it, You do it model

Resources/Instructional Materials ***(articles, novels, websites, books, magazines, art, media)***

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers

Teacher Resources:

- Journeys Unit 1 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Literacy Tool Kit

Additional materials:

- *Foundations* Teacher’s Kit
- Student Journal
- Student Composition Book
- Student Notebook
- Magnetic Boards with letter tiles

Technology Resources

- Think Central
- Reading Inventory
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps

Accommodations & Modifications ***for Spec. Ed., ELL, GT, & At Risk Students***

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

English Language Arts- Grade 1

Unit # 2

Title: Nature Near and Far

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. 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 word.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. 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.

Reading Informational

- 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 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.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

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

Speaking & Listening

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

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - H. Use determiners (e.g., articles, demonstratives).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - 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.
- 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*).

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>			
<ul style="list-style-type: none"> • Readers use strategies to solve tricky words. • Readers can talk about their texts and help each other to use many strategies to tackle tricky words and confusing parts. • Readers use illustrations and details in a story to describe its characters, settings or events. • Readers understand that stories are sequential and have a beginning, middle and an end. • Readers learn that by exploring characters they can understand what the characters think and feel in a story. • Writers use information to help readers understand a procedure or process. • Writers use temporal words to indicate the proper sequence of instructions. • Writers can work with partners to help plan their writing and make sure that others can follow the steps to complete a task. 	<ul style="list-style-type: none"> • What lessons can you learn from story characters? • How do animals communicate? • How is music part of your everyday life? • What makes a story or poem funny? • How can you show a friend that you care about him or her? • How does story structure and sequence help you to understand a story? How do the decisions and actions of characters reveal their personalities? • How do you write to inform? 			
Knowledge <i>Students will know...</i>	Academic Vocabulary			
<ul style="list-style-type: none"> • How to apply grade-level phonics and word analysis skills in decoding words. • How to describe the connection between two individuals, events, ideas, or pieces of information in a text, as well as describe characters, settings, and major events in a story, using key details. • How to write informative/ explanatory texts to examine a topic and convey ideas and information. (Note: step by step, recipe, how to). 	Genre Informational Text Caption Fluency Synonym	Moral Realistic Fiction Biography Dialogue Antonym	Repetition Sequence of Events Alliteration Dictionary	Narrator Text Features Expression Glossary
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<ul style="list-style-type: none"> • Use what characters say and do to help understand them. • Discuss aspects of the fable genre, such as repetition and the lesson, or moral. • Understand aspects of the fairy tale genre. • Learn about common storytelling phrases once upon a time and happily ever after. • Understand how details support the main idea. • Learn about text and graphic features, including headings. • Use text and graphic features to gain information. • Find out how insects communicate. • Learn about labels and use them to gain information. • Learn about the importance of the sequence of events. • Discover what a narrator is. • Identify the narrator at different points in a story. • Gain information about how drums work. 				

Skills Continued

Students will be able to...

- Learn about diagrams and read one to gain information.
- Learn the steps for making a drum.
- Review text and graphic features, such as photos, word art, captions, and use them to gain information.
- Discuss aspects of biography, such as real information that can be verified.
- Learn how poetry uses rhyming words and alliteration to create patterns and rhythms and to add interest.
- Memorize and recite a song or rhyme with expression.
- Reinforce understanding of story elements: characters, setting, and plot.
- Learn about the use of dialogue in a story and its proper punctuation.
- Understand and enjoy poems about feelings.
- Learn about the use of rhythm in poetry.
- Identify words that suggest feelings in poetry.

Specific Skill List

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21st Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

- Anecdotal records
- Homework
- Class work
- Running Records
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

Student Self-Assessment

- Reflections using classroom discussion, exit tickets, and rubrics.
- Responses to Literature
- Reflection on the learning scale or target

Common Assessments

- *Fox in the Box* Assessment
- *Reading Inventory*
- Performance Based Writing Tasks
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- *Foundations* Learning Groups for phonics skill building
- Literacy Centers with leveled readers
- Smartboard/Laptop literacy practice
- Multi-sensory word work stations
- Teacher Read Aloud with emphasis on robust vocabulary
- *From Seed to Pumpkin* Writing Performance Task
- Comprehension and Fluency modeling using the I do it, We do it, You do it model

Resources/Instructional Materials (articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers

Teacher Resources:

- Journeys Unit 2 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Literacy Tool Kit

Additional materials:

- *Foundations* Teacher’s Kit
- Student Journal
- Student Composition Book
- Student Notebook
- Magnetic Boards with letter tiles

Technology Resources

- Think Central
- Reading Inventory
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Calculator
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

English Language Arts- Grade 1

Unit # 3

Title: Nature Near and Far

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. 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 word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational

- 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.

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.5. 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.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Writing

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

Speaking & Listening

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

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - H. Use determiners (e.g., articles, demonstratives).
 - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Language Continued

- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - 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.
- 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>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>																												
<ul style="list-style-type: none"> • Readers become better learners by reading about different topics. • Readers read for different purposes. • Readers reread to build understanding of a topic. • Readers work with partners to understand their texts better. • Writers will understand that they can write about a topic using information they have learned or gathered. • Writers will understand that organizing information in a text helps the reader understand the information. • Writers draw pictures that help teach the reader. • Writers work with partners to help them generate ideas, revise their writing, and edit their pieces. 	<ul style="list-style-type: none"> • What kinds of plants and animals would you find in the ocean? • How are jungle animals different from animals on a farm? • What changes do different seasons cause? • Why is it important to have rules? • What makes birds different from mammals? • How can you use text features to locate key facts? • How do the illustrations help us to understand the narrative? • How do you write to inform? 																												
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>																												
<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Use various text features and search tools to locate key facts or information in a text. • Use the illustrations and details in a text to describe its key ideas. • Use illustrations and details in a story to describe characters, setting, or events. • Write informative/ explanatory texts to examine a topic and convey ideas and information. 	<table border="0"> <tr> <td>Author's Purpose</td> <td>Onomatopoeia</td> <td>Contrast</td> <td>Inflectional Endings</td> </tr> <tr> <td>Persuade</td> <td>Conclusions</td> <td>Homophone</td> <td>Text Evidence</td> </tr> <tr> <td>Inform</td> <td>Cause</td> <td>Index</td> <td>Possessives</td> </tr> <tr> <td>Entertain</td> <td>Effect</td> <td>Classify</td> <td>Subjects</td> </tr> <tr> <td>Folktale</td> <td>Compare</td> <td>Categorize</td> <td>Verbs</td> </tr> <tr> <td>Contractions</td> <td>Edit</td> <td>Introduction</td> <td>Revise</td> </tr> <tr> <td>Draft</td> <td>Rubric</td> <td></td> <td></td> </tr> </table>	Author's Purpose	Onomatopoeia	Contrast	Inflectional Endings	Persuade	Conclusions	Homophone	Text Evidence	Inform	Cause	Index	Possessives	Entertain	Effect	Classify	Subjects	Folktale	Compare	Categorize	Verbs	Contractions	Edit	Introduction	Revise	Draft	Rubric		
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Contractions	Edit	Introduction	Revise																										
Draft	Rubric																												
<p>Skills <i>Students will be able to...</i></p>																													
<ul style="list-style-type: none"> • Understand an author's purpose for writing. • Identify reasons an author gives to support the points in a text. • Analyze details to learn more about a text's topic. • Learn about the different forms of water. • Gain information from a diagram. • Understand the sequence of events in a story and the story lesson. • Discuss a folktale, including its origin as an oral tradition. • Learn about the ecosystem of the rain forest. • Gain information from a map. 																													

Skills Continued

Students will be able to...

- Understand the four seasons and their sequence.
- Understand that some events cause others to happen.
- Understand the use of sound words and onomatopoeia.
- Learn about animals throughout the four seasons.
- Gain information from headings about the content of the sections of the text.
- Understand the sequential text structure.
- Draw conclusions using text evidence and clues in the illustrations.
- Understand cause-effect relationships.
- Understand what rules and laws are and why they are important.
- Use labels to gain information and to locate key facts.
- Compare and contrast groups of animals.
- Use text and graphic features, such as photographs and labels, to gain information.
- Read, understand, and perform a play.
- Learn about stage directions.

[Specific Skill List](#)

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21st Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

- Anecdotal records
- Homework
- Class work
- Running Records
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

Student Self-Assessment

- Reflections using classroom discussion, exit tickets, and rubrics.
- Responses to Literature
- Reflection on the learning scale or target

Common Assessments

- *Fox in the Box* Assessment
- *Reading Inventory*
- Performance Based Writing Tasks
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- *Foundations* Learning Groups for phonics skill building
- Literacy Centers with leveled readers
- Smartboard/Laptop literacy practice
- Multi-sensory word work stations
- Teacher Read Aloud with emphasis on robust vocabulary
- Informative Writing Performance Task
- Comprehension and Fluency modeling using the I do it, We do it, You do it model

Resources/Instructional Materials (articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers

Teacher Resources:

- Journeys Unit 3 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Literacy Tool Kit

Additional materials:

- *Foundations* Teacher’s Kit
- Student Journal
- Student Composition Book
- Student Notebook
- Magnetic Boards with letter tiles

Technology Resources

- Think Central
- Reading Inventory
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

English Language Arts- Grade 1

Unit # 4

Title: Exploring Together

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. 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 word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational

- 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.

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading Literature Continued

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

Writing

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. 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.

Speaking & Listening

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

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language Continued

- 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. 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.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - 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.
- 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>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> • Reading expands understanding of the world, its people and oneself. • Readers read and reread to get their voices to sound as smooth as can be. • Readers notice what is happening in the text and match their voices to the story. • Readers think and talk more deeply about the most important moments in their stories. • Readers can talk about their texts and help each other to use many strategies to tackle tricky words and confusing parts. • Readers read poetry with fluency and expression. • Readers envision poetry by using their imagination. • Writers draw on personal experiences to tell stories. • Writers sequence events in a story with a beginning, middle, and end to make the story clear and enjoyable for the reader. • Writers use mind movies to help add details when writing and revising. • Writers use checklists and peers to revise their writing to add more details. • Writers speak clearly, make eye contact with listeners, and use punctuation to help them know when to pause and read fluently. 	<ul style="list-style-type: none"> • What do astronauts do? • What are some different ways to travel? • Where Does Food Come From? • What do farmers need to grow food? • Why is it important to learn about people from the past? • How can you help a friend who feels sad? • How does comparing texts deepen your understanding key information and story elements? • How does interaction with text provoke thinking and response? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> • How to apply grade-level phonics and word analysis skills in decoding words. • Identify basic similarities and differences between two texts on the same topic. • Compare and contrast the adventures and experiences of characters in stories. • How to write narratives to develop real or imagined experiences or events. 	<p>Pace</p> <p>Expression</p> <p>Fluently</p> <p>Suffix</p> <p>Preposition</p> <p>Facts</p> <p>Details</p> <p>Poetry</p> <p>Biography</p>	<p>Dialogue</p> <p>Compare</p> <p>Contrast</p> <p>Timeline</p> <p>Text Features</p> <p>Narrative</p> <p>Fairy Tales</p> <p>Visualize</p>	<p>Cause and Effect</p> <p>Text Evidence</p> <p>Rhythm</p> <p>Conclusion</p> <p>Inference</p> <p>Future Tense</p> <p>Statements</p> <p>Questions</p>	<p>Central Message</p> <p>Compound Sentence</p> <p>Expository Nonfiction</p> <p>Monitor</p> <p>Compound Words</p> <p>Text Features</p> <p>Sequence of Events</p> <p>Base Word</p>
<p align="center">Skills <i>Students will be able to...</i></p>				
<ul style="list-style-type: none"> • Identify the main idea and supporting details. • Discuss the author’s reason for writing the text, and identify details that support that purpose. • Identify reasons the author gives for points about the topic. • Learn about the life of a real person. • Learn what astronauts do. 				

Skills Continued

Students will be able to...

- Gain information from a timeline.
- Compare and Contrast ideas in a story.
- Understand the use of dialogue and identify who is speaking.
- Learn about the history of the United States.
- Use text and graphic features to gain information.
- Use a map to aid in understanding concepts.
- Identify the author's purpose for writing.
- Identify reasons the author gives for points about a topic.
- Use the photographs to aid in drawing conclusions.
- Read and appreciate a fairy tale.
- Identify storytelling phrases and discuss their purpose.
- Read a biography to understand the life of a real person.
- Identify the sequence of events in the text.
- Review using text and graphic features, such as labels, to gain information.
- Read an informational text to learn facts about the topic.
- Analyze a chart to gain information. Learn how story events cause other events to happen.
- Identify a story's lesson or message.
- Learn about the characteristics of poetry.
- Learn about rhythm as a poetic device.
- Participate in Reader's' Theater to read and enjoy poetry.

Specific Skill List

21 ST Century/ Interdisciplinary Themes	21 st Century Skills
<p><u>Global Awareness</u> <u>Financial, Business, & Entrepreneurial Literacy</u> <u>Civic Literacy</u> <u>Environmental Literacy</u> <u>Health Literacy</u></p>	<p><u>Creativity & Innovation</u> <u>Communication & Collaboration</u> <u>Media Literacy</u> <u>Critical Thinking & Problem Solving</u> <u>Information Literacy</u> <u>Information, Communication, & Technology</u> <u>Life & Career Skills</u></p>

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Anecdotal records ● Homework ● Class work ● Running Records ● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension) ● Teacher observation ● Comprehension assessments ● Graphic Organizers ● Conferencing 	<ul style="list-style-type: none"> ● Reflections using classroom discussion, exit tickets, and rubrics. ● Responses to Literature ● Reflection on the learning scale or target 	<ul style="list-style-type: none"> ● <i>Fox in the Box</i> Assessment ● <i>Reading Inventory</i> ● Performance Based Writing Tasks ● Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- *Foundations* Learning Groups for phonics skill building
- Literacy Centers with leveled readers
- Smartboard/Laptop literacy practice
- Multi-sensory word work stations
- Teacher Read Aloud with emphasis on robust vocabulary
- Amazing Whales Informational Text/Writing Performance Task
- Comprehension and Fluency modeling using the I do it, We do it, You do it model

Resources/Instructional Materials (articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers

Teacher Resources:

- Journeys Unit 4 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Literacy Tool Kit

Additional materials:

- *Foundations* Teacher’s Kit
- Student Journal
- Student Composition Book
- Student Notebook
- Magnetic Boards with letter tiles

Technology Resources

- Think Central
- Reading Inventory
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

English Language Arts- Grade 1

Unit # 5

Title: Watch Us Grow

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. 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 word.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends..
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational

- 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.

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Reading Literature Continued

- 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.

Writing

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. 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.

Speaking & Listening

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

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language Continued

- 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. 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.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)..
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> ● Readers become better learners by reading about different topics. ● Readers read for different purposes. ● Readers reread to build understanding of a topic. ● Readers work with partners to understand their texts better. ● Writers use their memories and life experiences to create personal narratives. ● Writers follow steps in the writing process to make their writing the best it can be. ● Writers can use many strategies to make their writing readable. ● Writers can work with partners to help plan/tell their stories and make sure that others can read and understand their writing. 	<ul style="list-style-type: none"> ● Why do some animals have spots or stripes? ● How can you take good care of a pet? ● What happens to a tree as it grows? ● What can you learn from someone who is from another country? ● How do strategic readers create meaning from informational and literary text? ● How can I get to know the characters in a story better? ● In what ways can working with a partner help me convey a character's emotions through my expression? ● How do I focus on the important moments in a story? ● What types of experiences would make an effective personal narrative? ● How can writers make their narratives more readable? ● How can I collaborate with others to make my writing the best it can be? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Ask and answer questions about key details in a text. (inferencing) ● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p>Fantasy</p> <p>Characters</p> <p>Plot</p> <p>Settings</p> <p>Analyze</p> <p>Evaluate</p> <p>Summary</p>	<p>Fairy Tale</p> <p>Conclusions</p> <p>Realistic Fiction</p> <p>Effect</p> <p>Compare</p> <p>Cause</p> <p>Pronouns</p>	<p>Contrast</p> <p>Summarize</p> <p>Thesaurus</p> <p>Classify</p> <p>Categorize</p> <p>Prefix</p> <p>Using Context</p>	<p>Inflectional Endings</p> <p>Text Evidence</p> <p>Conjunction</p> <p>Nounx</p> <p>Verbs</p> <p>Informational Text</p> <p>Figurative Language</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<ul style="list-style-type: none"> ● Identify and analyze the characters, setting and plot. ● Discuss repetitive language and why it is used in the story. ● Learn new information about insects. ● Understand the use of text and graphics features in informational text. ● Use photos and labels to gain information. ● Use selection details as clues to draw conclusions about animals. ● Use context clues to understand science vocabulary. 				

- Enjoy a traditional folktale.

Skills

Students will be able to...

- Compare real and make-believe texts.
- Recognize storytelling phrases and discuss their use.
- Understand cause-and-effect relationships in a story.
- Discuss the use of figurative language.
- Enjoy reading poems and songs.
- Learn about rhythm and rhyme as poetic devices.
- Memorize poems and songs and recite them with expression.
- Learn information about the growth of trees.
- Understand the sequential text structure and use it to locate key facts and information.
- Understand the use of figurative language.
- Compare and Contrast information in similar texts.
- Use photographs and captions to gain meaning.
- Use text evidence to understand characters' feelings.
- Use clues to identify the narrator of the story.
- Identify American symbols.
- Use headings to locate and gain information.
- Use labels to gain information.

Specific Skill List

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

Student Self-Assessment

Common Assessments

- Anecdotal records
- Homework
- Class work
- Running Records
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments
- Graphic Organizers
- Conferencing

- Reflections using classroom discussion, exit tickets, and rubrics.
- Responses to Literature
- Reflection on the learning scale or target

- *Fox in the Box* Assessment
- *Reading Inventory*
- Performance Based Writing Tasks
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- *Foundations* Learning Groups for phonics skill building
- Literacy Centers with leveled readers
- Smartboard/Laptop literacy practice
- Multi-sensory word work stations
- Teacher Read Aloud with emphasis on robust vocabulary
- Writing from a prompt-Performance Task
- Comprehension and Fluency modeling using the I do it, We do it, You do it model

Resources/Instructional Materials ***(articles, novels, websites, books, magazines, art, media)***

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers

Teacher Resources:

- Journeys Unit 5 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Literacy Tool Kit

Additional materials:

- *Foundations* Teacher’s Kit
- Student Journal
- Student Composition Book
- Student Notebook
- Magnetic Boards with letter tiles

Technology Resources

- Think Central
- Reading Inventory
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps

Accommodations & Modifications ***for Spec. Ed., ELL, GT, & At Risk Students***

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

English Language Arts- Grade 1

Unit # 6

Title: Three Cheers for Us!

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. 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 word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational

- 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.

Reading Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.

Reading Literature Continued

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

Writing

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. 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.

Speaking & Listening

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

Language

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - I. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language Continued

- 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. 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.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> • Readers analyze the actions and feelings of characters in a story to describe their personality traits. • Readers compare and contrast the story events and characters. • Readers utilize strategies to help them learn more about character in a story. • Readers analyze and evaluate characters in stories to perform sections of text. • Writers state their opinion about a topic and say why they feel that way. • Writers revise their reviews to stretch their ideas. • Writers collaborate with partners to help them generate ideas, revise their writing, and edit their pieces. 	<ul style="list-style-type: none"> • What are some different ways to make art? • Why is it important to try your best? • How can weather change your day? • How can insects be helpful? • Why is teamwork important in school or sports? • Why does the author use certain details to support points in a text? • What can a reader know about an author's intentions based only on a reading of the text? • How can I organize my thoughts and words to express and support my opinion? • In what ways can writers share their opinions with others? • How can I support my opinion in my review? • How can a partner help my generate ideas for my review? • How can partners help me revise and edit my review? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> • How to apply grade-level phonics and word analysis skills in decoding words. • How to describe characters, settings, and major event(s) in a story, using key details. • How to identify the reasons an author gives to support points in a text. • How to identify who is telling the story at various points in a text. • How to write opinion pieces on familiar topics. 	<p>Base Word</p> <p>Inflection</p> <p>Idiom</p> <p>Exclamation Point</p> <p>Analyze</p> <p>Evaluate</p> <p>Adverb</p> <p>Paragraph</p>	<p>Period</p> <p>Capital Letter</p> <p>Realistic Fiction</p> <p>Question</p> <p>Compare</p> <p>Homograph</p> <p>Story Structure</p> <p>Adjective</p>	<p>Contrast</p> <p>Summarize</p> <p>Prefix</p> <p>Classify</p> <p>Categorize</p> <p>Prefix</p> <p>Suffix</p>	<p>Informational Text</p> <p>Setting</p> <p>Plot</p> <p>Story Structure</p> <p>Opinion</p> <p>Informational Text</p> <p>Mystery</p>
<p align="center">Skills <i>Students will be able to...</i></p>				
<ul style="list-style-type: none"> • Compare and contrast to understand how a character changes in the story. • Identify and discuss figurative language. • Learn about artist and their works. • Understand the characteristics of a biography. 				

- Use photographs of artworks and captions to gain information.
- Understand the author's purpose.

Skills Continued
Students will be able to...

- Identify the reasons an author gives to support points in a text
- Use context to determine the meaning of words and phrases.
- Understand the characteristics of a fable.
- Understand the lesson or moral that fable teaches.
- Read and perform a fable as Readers' Theater.
- Understand the elements of a story, including problem and solution in a plot.
- Learn about the characteristics of a fantasy.
- Compare and contrast two stories by the same author about the same characters.
- Discuss different ways to measure weather.
- Learn what a graph is and use one to gain information.
- Analyze characters' words and actions to understand their feelings.
- Discuss the author's choice of words to describe things.
- Read and comprehend a text with several chapters.
- Enjoy reading rhymes and poems
- Learn about rhythm and rhyme as poetic devices.
- Memorize rhymes and poems and recite with expression.
- Identify the main idea and supporting details.
- Understand the characteristics of narrative nonfiction.
- Learn about sportsmanship.
- Read a checklist, and understand how it can be used to present information clearly.

Specific Skill List

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness
Financial, Business, & Entrepreneurial Literacy
Civic Literacy
Environmental Literacy
Health Literacy

Creativity & Innovation
Communication & Collaboration
Media Literacy
Critical Thinking & Problem Solving
Information Literacy
Information, Communication, & Technology
Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

Student Self-Assessment

Common Assessments

- Anecdotal records
- Homework
- Class work
- Running Records
- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
- Comprehension assessments

- Reflections using classroom discussion, exit tickets, and rubrics.
- Responses to Literature
- Reflection on the learning scale or target

- *Fox in the Box* Assessment
- *Reading Inventory*
- Performance Based Writing Tasks
- Summative Assessment: Unit Test

- Graphic Organizers
- Conferencing

Stage 3- Learning Plan

Suggested Learning Activities

- *Foundations* Learning Groups for phonics skill building
- Literacy Centers with leveled readers
- Smartboard/Laptop literacy practice
- Multi-sensory word work stations
- Teacher Read Aloud with emphasis on robust vocabulary
- Writing -Performance Task
- Owl at Home (Studying the Natural World)
- Comprehension and Fluency modeling using the I do it, We do it, You do it model

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers

Teacher Resources:

- Journeys Unit 6 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Literacy Tool Kit

Additional materials:

- *Foundations* Teacher’s Kit
- Student Journal
- Student Composition Book
- Student Notebook
- Magnetic Boards with letter tiles

Technology Resources

- Think Central
- Reading Inventory
- Brain Pop
- United Streaming
- Laptops
- Kahoot!
- Google Apps

Accommodations & Modifications

for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Provide math manipulatives as necessary ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Expanding time for free reading ● Chunking Content | <ul style="list-style-type: none"> ● Use mnemonic devices ● Provide a cueing system ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Leveled Reading Materials ● Acronyms ● Graphic Organizers ● Notes Provided ● Check agenda book for parent(s) communication ● Read directions aloud | <ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Speech to Text/Text to Speech Features in Google Apps ● Technology assisted instruction ● Preferential seating utilized ● Redirect student(s) as necessary ● Student choice for project or approach to assignment ● Inquiry-Based Learning ● Genius Hour |
|---|---|--|

