Winslow Township School District
English Language Arts
Grade 1

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus NJSLS: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.5 RF.1.2A,B RL.1.5 RI.1.10 RF.1.4A RL.1.6 RL.1.7 RL.1.10 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.1.2 W.1.3 W.1.5	Primary Focus NJSLS: SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus NJSLS: L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: • Literary • Informational	Writing Focus: Use the writing process to create • Informative/explanatory writing • Narrative writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking
	Enduring Understandings 1. Making new friends and learning new things can help us appreciate differences when establishing friendships. (Module 1) 2. There are many ways for people to make their communities and families special. (Module 2) 3. Animals have different characteristics that help them survive. (Module 3)		Essential Questions 1. How can making new friends and learning new things help us? 2. How does everyone in my family and community make it special? 3. How do animals' bodies help them?	

Unit 2	Primary Focus NJSLS:
	RL.1.1 RI.1.1 RF.1.1A
	RL.1.3 RI.1.3 RF.1.2A,B,C
	RL.1.10 RI.1.4 RF.1.3A,B,C
	       RI.1.6 RF.1.4A,B
	       RI.1.7
	       RI.1.10
	WIDA Standards 1, 2, 4, 5
		Primary Focus NJSLS:
		W.1.2
		W.1.3
		W.1.5
			Primary Focus NJSLS:
			SL.1.1A,B
			SL.1.2
			SL.1.3
			SL.1.4
			SL.1.5
			SL.1.6
				Primary Focus NJSLS:
				L.1.1A,B,C,D,E
				L.2.A,B,C,D
				L.1.5A,B
				L.1.6

	Text Type: • Literary • Informational	Writing Focus: Use the writing process to create • Informative/explanatory writing	Task type:	Skill focus: • Demonstrate command of standard English grammar, usage, and

Unit 2 (cont.)		• Narrative writing	• Respond to and interact with peers in small & whole group discussion	mechanics when writing or speaking
	Enduring Understandings 1. It is important to do your best and get along with others. Being a good citizen means to be kind, work hard and respect others. (Module 4) 2. The Earth rotates causing day and night. (Module 5) 3. National symbols, monuments, and holidays honor our country. (Module 6)		**Essential Questions** 1. Why is it important to do my best and get along with others? 2. Why do light and dark come and go? 3. What do holidays and symbols tell about our country?	
Unit 3	Primary Focus NJSLS: RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RL.1.4 RI.1.3 RF.1.3A,B,C,D, RL.1.7 RI.1.4 E RL.1.9 RI.1.7 RF.1.4A,B,C RL.1.10 RI.1.9 RI.1.10 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.1.1 W.1.2 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus NJSLS: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus NJSLS: L.1.1C,D,E,F,G,H L.1.2A,B,C,D,E L.1.4A,B,C L.1.5A,B,C L.1.6
	Text Type: • Literary • Informational	Writing Focus: Use the writing process to create • Opinion writing • Informative/explanatory writing • Shared research writing • Routine writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking
	Enduring Understandings 1. Natural changes can be seen in many environments. (Module 7) 2. Stories teach us about storytelling, different kinds of literature, and lessons we can learn. (Module 8) 3. Plants need sun, soil, water and nutrients to live and grow. (Module 9)		**Essential Questions** 1. How do things in nature change? 2. What lessons can we learn from stories? 3. What do plants need to live and grow?	
Unit 4	Primary Focus NJSLS: RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RL.1.4 RI.1.3 RF.1.3A,B,C,D, RL.1.7 RI.1.4 E RF.1.4A,B,C RL.1.9 RI.1.7 RL.1.10 RI.1.8	Primary Focus NJSLS: W.1.1 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus NJSLS: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus NJSLS: L.1.1D,E,F,G,H,I,J L.1.2A,B,C,D,E L.1.4A,B,C L.1.5C,D L.1.6

Unit 4 (cont.)	RI.1.9 RI.1.10 WIDA Standards 1, 2, 4, 5			
	Text Type: • Literary • Informational	Writing Focus: Use the writing process to create • Opinion writing • Narrative writing • Routine writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar and mechanics when writing or speaking

Enduring Understandings	Essential Questions

1. Positive results can occur when people dare to dream and try something new. (Module 10)
 	
2. Reading nonfiction is different from reading other genres. Knowing the characteristics of nonfiction including narratives, informational texts and biographies can enhance our understanding and learning of new facts and information. (Module 11)
 	
3. Reading literary texts is different from reading other genres. Knowing the characteristics of literary texts including realistic fiction, folktales and fantasy can enhance our understanding and enjoyment of stories. (Module 12)
	1. How can thinking in new ways help solve problems?
	
	2. What makes reading nonfiction different from reading other genres?
	   o Week One: What are the characteristics of narrative nonfiction.
	   o Week Two: What are the characteristics of informational text?
	   o Week Three: What are the characteristics of a biography?
	3. What makes reading literary texts different from reading other genres?
	   o Week One: What are the characteristics of realistic fiction?
	   o Week Two: What are the characteristics of folktales?
	   o Week Three: What are the characteristics of fantasy?

Winslow Township School District
English Language Arts
Grade 1

	Reading	Writing & Language	Speaking & Listening	Critical Thinking
Suggested Open Educational Resources	Reading • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684	Writing & Language • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing	Speaking & Listening • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html	Critical Thinking • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog

Unit 1 Grade 1		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	• Understand what key details in the text are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		• Identify key story details • Provide a description of characters in a story using key details • Provide a description of the setting of a story using key details • Provide a description of the major events 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.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: • Read a variety of narrative and informational texts • Identify the traits of narrative texts and informational texts • Compare and contrast narrative and informational text, focusing on how they are different • Explain the differences between narrative and informational texts

		RI.1.5: • Determine what text features help locate important information • Use headings to help understand text • Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
RL.1.6. Identify who is telling the story at various points in a text.		• Explain the function of a narrator • Determine the narrator who is telling a story • Identify when the narrator changes
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		• Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, or events • Explain how illustrations describe important story elements • Identify story details that describe story elements • Describe elements of the story using story details
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	• Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		• Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end 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.
    RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.
    RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
		• Identify the long and short vowel sounds in words
		• Explain the difference between the long and short vowel sounds
		• Produce the sound for each letter and blend to make a word
		• Discern letter sounds at the beginning, middle, and end of words
		• Take apart a word by sounds

RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding.		• Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Reread text to better understand what was read, when necessary
Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**
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.		• Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement

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.	• Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
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.	• Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	• Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
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.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	• Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**
L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1.A. Print all upper- and lowercase letters.	• Form all upper and lowercase letters with appropriate sizing and spacing • Identify common and proper nouns and provide examples of each

L.1.1.B. Use common, proper, and possessive nouns.	• Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.1.2.A. Capitalize dates and names of people.
    L.1.2.B. Use end punctuation for sentences.
	• Recognize the names of people, days of the week, and months of the year
	• Capitalize the appropriate words in the date and the names of people
	• Identify different types of end punctuation
	• Apply appropriate end punctuation to writing

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	• Group words into categories that logically fit together • Explain why the words belong in a group
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).	• Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 1 Grade 1	
District/School Formative Assessment Plan	**District/School Diagnostic and Summative Assessment Plan**
<table><tr><td>• Correct & Redirect</td><td>• Intervention Assessments</td></tr><tr><td>• Class Discussions</td><td>• Graphic Organizers</td></tr><tr><td>• Student Participation</td><td>• Literacy Centers</td></tr><tr><td>• Teacher Observation</td><td>• Think-Pair-Share</td></tr><tr><td>• Self-Assessments</td><td>• Scoring Rubrics</td></tr><tr><td>• Verbalization</td><td>• Weekly Assessments</td></tr></table>	**Diagnostic Assessments** • DIBELS Benchmark Assessment MP1,2,4 • LinkIt! MP1,2,4 • *iRead* • Guided Reading Benchmark Assessment Kit MP 1,3,4 • HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun

• Anecdotal Notes	• Benchmark Assessments	**Summative Assessments**
• Performance-Based Assessments/Tasks	• Selection & Leveled Reader Quizzes	• Module Assessments • Guided Reading Benchmark Assessment Kit
• Oral Reading/Running Records	• Text Responses	**Alternative Assessments**
• Exit Tickets	• Conferences	• Inquiry and Research Projects
• *iRead*	• Know It, Show It	• Hands-On Activities

Enduring Understandings	Essential Questions
1. Making new friends and learning new things can help us appreciate differences when establishing friendships. (Module 1) 2. There are many ways for people to make their communities and families special. (Module 2) 3. Animals have different characteristics that help them survive. (Module 3)	1. How can making new friends and learning new things help us? 2. How does everyone in my family and community make it special? 3. How do animals' bodies help them?

District/School Texts and Resources	Aligned Skills and Activities

The following texts and resources are utilized in Unit 1.
 	
 Module 1: Nice to Meet You
 Houghton Mifflin Harcourt Into Reading Print/Online Resources
 • Teacher's Guide (TG) pp. T1-T244
 • Week at a Glance
      o Week 1: TG pp. T22-23
      o Week 2: TG pp. T96-T97
      o Week 3: TG pp. T170-T171
 • Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/
 	
 Resources for Module 1:
 • Ed Your Friend in Learning (Ed Online) - Access to all online resources
 • Teacher's Guides
 • Writer's Workshop Teacher's Guide
 • Teacher Resource Book
 • Teaching Pal (teacher text)
 • myBook (student text)
	Activities for the following skills are found in the corresponding texts and resources.
	 Module 1: Nice to Meet You!
	 Learning Mindset – Seeking Challenges
	
	 Build Knowledge & Language
	 • **Access Prior Knowledge/Build Background**
	 • **Vocabulary**
	      o **Big Idea Words:** challenge, emotions, friendship
	 • **Multimedia**
	      o **Active Listening and Viewing**:
	          ➤ Get Curious Video: First Day Friends
	 Foundational Skills
	 • **Phonological Awareness**
	      o Blend Onset and Rime
	      o Segment Syllables, Onset/Rime
	      o Alliteration; Isolate Phonemes
	      o Blend Phonemes
	      o Alliteration; Segment Phonemes

- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- iRead (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

- o Segment Phonemes
- o Isolate Phonemes: Identify Vowel
- **Phonics**
  - o Consonants m, s, t, b, n, d, p, c, r, f, s /z/; Short a, i
- **Spelling**
  - o Short a, i
- **High-Frequency Words**
- **Concepts of Print**
  - o Letters, Words, and Sentences
  - o Directionality
  - o End Punctuation
- **Fluency**
  - o Accuracy and Self-Correction
  - o Reading Rate
  - o Phrasing

Reading Workshop & Vocabulary
- **Vocabulary**
  - o **Power Words**
  - o **Reader's Vocabulary**
  - o **Generative Vocabulary**
    - ➢ Words About Feelings
    - ➢ Inflections -*ed,*
  - o **Vocabulary Strategy**
    - ➢ Classify and Categorize
- **Multiple Genres**
  - o **Discuss Genre Characteristics**
    - ➢ Realistic Fiction
    - ➢ Fantasy
    - ➢ Narrative Nonfiction
    - ➢ Informational Text
    - ➢ Fairy Tale
    - ➢ Song

- **Speaking and Listening**
  - o Collaborative Conversations
- **Comprehension**
  - o **Use Metacognitive Skills**
    - ➤ Ask & Answer Questions
    - ➤ Monitor & Clarify
    - ➤ Make Inferences
  - o **Literary Elements and Author's Purpose & Craft**
    - ➤ Story Structure
    - ➤ Central Idea
    - ➤ Elements of Poetry
    - ➤ Author's Purpose
    - ➤ Characters
- **Respond to Text**
  - o Interact with Sources
  - o Written Response
- **Fluency**
  - o Accuracy & Self-Correction
  - o Reading Rate
  - o Phrasing

Writing Workshop
- **Writing Form**
  - o Oral Story
- **Focal Text**
  - o *Ralph Tells a Story* by Abby Hanlon
- **Grammar Minilessons**
  - o Common Nouns: People and Animals
  - o Common Nouns: Places and Things
  - o Action Verbs

Module 2: My Family, My Community
Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher's Guide (TG) pp. T245 -T492
- Week at a Glance
    - o   Week 1: TG pp. T265-T340
    - o   Week 2: TG pp. T341-T416
    - o   Week 3: TG pp. T417-T492
- Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/

Resources for Module 2:
- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- iRead (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

Module 2: My Family, My Community
Learning Mindset – Belonging

Build Knowledge & Language
- **Access Prior Knowledge/Build Background**
- **Vocabulary**
    - o **Big Idea Words:** area, population, working
- **Multimedia**
    - o   **Active Listening and Viewing**:
        - ➢   Get Curious Video: Come to the Fair!

Foundational Skills
- **Phonological Awareness**
    - o   Blend Onset and Rime
    - o   Blend Phonemes
    - o   Segment Onset and Rime
    - o   Segment Phonemes
    - o   Alliteration; Isolate Phonemes
    - o   Isolate Phonemes
    - o   Isolate, Segment Phonemes
    - o   Isolate Phoneme: Identify Vowel
- **Phonics**
    - o   Consonants g, k, l, h, w, j, y, v; Short o, u
    - o   Review Short a, i
- **Spelling**
    - o   Short i, o, u
- **High-Frequency Words**
- **Concepts of Print**
    - o   Words in Sentences
    - o   Commas
    - o   Quotation Marks
- **Fluency**
    - o   Expression
    - o   Intonation
    - o   Accuracy and Self-Correction

Reading Workshop & Vocabulary
- **Vocabulary**
  - **Power Words**
  - **Reader's Vocabulary**
  - **Generative Vocabulary**
    - Words About Places and Things
    - Words About Actions and Directions
  - **Vocabulary Strategy**
    - Antonyms
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Opinion Writing
    - Informational Text
    - Realistic Fiction
    - Fantasy
    - Video
- **Speaking and Listening**
  - Social Communication
- **Comprehension**
  - **Use Metacognitive Skills**
    - Retell
    - Summarize
    - Make Connections
    - Ask & Answer Questions
  - **Literary Elements and Author's Purpose & Craft**
    - Ideas and Support
    - Text Organization
    - Setting
    - Text Features
    - Content-Area Words
- **Respond to Text**
  - Interact with Sources
  - Written Response

- **Fluency**
  - Expression
  - Intonation
  - Accuracy & Self-Correction

Writing Workshop

- **Writing Form**
  - Descriptive Essay
- **Focal Text**
  - *Nana in the City* by Lauren Castillo
- **Grammar Minilessons**
  - Adjectives: Size and Shape; Articles
  - Adjectives: Color and Number
  - Complete Sentences

Module 3: Amazing Animals
Learning Mindset – Curiosity

Build Knowledge & Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** camouflage, characteristics, mammal
- **Multimedia**
  - **Active Listening and Viewing**:
    - ➤ Get Curious Video: Hidden Animals

Foundational Skills

- **Phonological Awareness**
  - Blend Phonemes
  - Isolate, Segment Phonemes
  - Identify, Produce Rhyme
  - Isolate Phonemes: Identify Vowel
  - Alliteration: Digraphs
- **Phonics**
  - Consonants qu /kw/, x, z, ck /k/; Short e
  - Review Short e, i, o, u

Module 3: Amazing Animals
Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher's Guide (TG) pp. T1-T248
- Week at a Glance
  - Week 1: TG pp. T21-T96
  - Week 2: TG pp. T97-T172
  - Week 3: TG pp. T173-T248
- Ed Your Friend in Learning: https://www.hmhco.com/one/login/

Resources for Module 3:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos

- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- iRead (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

- Double Final Consonants
- Consonant Diagraph sh
- Review s and sh
- **Spelling**
  - Short e
  - Double Final Consonants
  - Consonant Diagraph sh
- **High-Frequency Words**
- **Concepts of Print**
  - Letters, Words, and Sentences
  - End Punctuation
  - Dialogue
- **Fluency**
  - Reading Rate
  - Expression
  - Phrasing

Reading Workshop & Vocabulary
- **Vocabulary**
  - **Power Words**
  - **Reader's Vocabulary**
  - **Generative Vocabulary**
    - Words About Time and Position
    - Inflection -ing
  - **Vocabulary Strategy**
    - Synonyms
- **Multiple Genres**
  - **Discuss Genre Characteristics**
    - Informational Text
    - Realistic Fiction
    - Folktale
    - Narrative Nonfiction

- ➢ Fantasy
- ➢ Procedural Text
- ➢ Video
- **Speaking and Listening**
  - o Ask and Answer Questions
- **Comprehension**
  - o **Use Metacognitive Skills**
    - ➢ Ask and Answer Questions
    - ➢ Create Mental Images
    - ➢ Monitor and Clarify
    - ➢ Summarize
  - o **Literary Elements and Author's Purpose & Craft**
    - ➢ Text Features
    - ➢ Story Structure
    - ➢ Text Organization
    - ➢ Point of View
    - ➢ Chronological Order
- **Respond to Text**
  - o Interact with Sources
  - o Written Response
- **Fluency**
  - o Reading Rate
  - o Expression
  - o Phrasing

Writing Workshop
- **Writing Form**
  - o Research Essay
- **Focal Text**
  - o *Giraffes* by Kate Riggs
- **Grammar Minilessons**
  - o Sentence Parts
  - o Statements
  - o Singular and Plural Nouns

Winslow Township School District
English Language Arts
Grade 1

District/School Supplementary Resources	
Read Works: https://www.readworks.org/ newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/ Reading Bear: http://www.readingbear.org/ ABCya!: https://www.abcya.com	Starfall: https://www.starfall.com/h/ FunEnglishGames.com: http://www.funenglishgames.com/ Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html Quill: https://www.quill.org/ Brainpop: https://www.brainpop.com **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing

• **Module 1**: Narrative Writing
 Oral Story
 • **Module 2**: Informational Text Writing
 Descriptive Essay
 • **Module 3**: Informational Text Writing
 Research Essay
 District Requirement: *Complete one process piece for Unit/MP 1 for district writing portfolio.*
 State Requirement: Complete at least one piece of narrative and informative/explanatory writing.
	• Response to Text
	 • Inquiry & Research Projects
		• Response to Text
		    ○ myBook
		    ○ Writing Prompts
		 • Literacy Centers
		    ○ Listening & Reading Logs
		    ○ Annotate the Text
		    ○ Response Journal
		    ○ Inquiry & Research Projects

Instructional Best Practices and Exemplars

Instructional Best Practices		Exemplars
• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Differentiated Instruction	• Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction	• https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Modeling and guided practice
o Targeted phonics practice
o Targeted Phonological Awareness Instruction
o Scaffolding strategies
o Shortened assignments
o Extend time as needed
o Read directions aloud
o Repeat, rephrase and clarify directions

o Provide graphic organizers
o Verbalize before writing
o Provide sentence starters
o Use technology i.e. Chromebooks and iPads
o Provide consistent structured routine
o Provide simple and clear classroom rules
o Provide frequent feedback
o Provide support staff as needed
o Assist w/organization
o Recognize success
o Modify testing format
o   Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

○ Small group instruction	○ Emphasize/highlight key concepts
○ Audio books	○ Provide timelines for work completion
○ Text-to-speech platforms	○ Break down multi-step tasks into smaller chunks
○ Leveled texts	○ Provide copy of class notes
○ Extended time as needed	○ Graphic organizers
○ Read directions aloud	○ Sentence Starters
○ Assist with organization	○ Targeted phonics practice
○ Use of technology i.e. Chromebooks and iPads	○ Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic organizers
• Background knowledge experience
• Vocabulary (cognates) exposure
• Fluency strategies
• Targeted phonics practice
• Additional SIOP Strategies as described in the following book:
  o *Making Content Comprehensible for English Language Learners: The SIOP Model*
  o *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
Science: **NJSLS 1-LS1-1:** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (Module 3, Weeks 1 - 3) **NJSLS 1-LS1-2:** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (Module 3, Weeks 1 - 3) **Social Studies:** 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (Module 1) (Module 1) 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Module 1) **Arts:** **NJSLS 1.1.2.C.3:** Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Modules 1 - 3, Creativity Corner)
Integration of Technology Standards NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Winslow Township School District
English Language Arts
Grade 1

Unit 2 Grade 1		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	• Understand what key details are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.1.3: • Identify key story details • Provide a description of characters in a story using key details • Provide a description of the setting of a story using key details • Provide a description of the major events in a story using key details
		RI.1.3: • Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked
	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• Identify words in text where the meaning is unclear or unknown • Ask and answer questions to help understand what words and phrases mean in the text • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Determine the difference between information gained by examining pictures and information gained from the words in the text • Identify the difference between what pictures show and what the words in the text say
	RI.1.7. Use illustrations and details in a text to describe its key details.	• Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	• Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently

Winslow Township School District
English Language Arts
Grade 1

Unit 2 Grade 1	
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end 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. RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Identify long and short vowel sounds in single syllable words • Produce the sound for each letter and blend to make a word • Take apart a word by sounds • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.B. Decode regularly spelled one-syllable words. RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.	• Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Reread text to better understand what was read, when necessary
Unit 2 Writing Standards	**Unit 2 Writing Critical Knowledge and Skills**
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.	• Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement
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.	• Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence

Unit 2 Grade 1	
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.	• Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	• Participate in variety of rich structured conversations about grade appropriate topics and texts
	• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
	• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
	• Use strategies to respond to the comments of others to build the conversation

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
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.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	• Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**

L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  L.1.1.A. Print all upper- and lowercase letters.
  L.1.1.B. Use common, proper, and possessive nouns.
	• Formation of upper and lowercase letters
	• Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading)

Unit 2 Grade 1	
L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.A. Capitalize dates and names of people. L.1.2.B. Use end punctuation for sentences. L.1.2.C. Use commas in dates and to separate single words in a series. L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	• Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing • Recognize the comma • Explain the purpose and function of a comma • Apply rules for using commas in writing to dates and to single word series • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	• Group words into categories that logically fit together • Explain why the words belong in a group • Identify attributes of words put into categories • Use the attribute to extend the definition of categorized words
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).	• Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Unit 2 Grade 1	
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 2 Grade 1	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
- Correct & Redirect - Class Discussions - Student Participation - Teacher Observation - Self-Assessments - Verbalization - Anecdotal Notes - Performance-Based Assessments/Tasks - Oral Reading/Running Records - Exit Tickets *iRead* - Intervention Assessments - Graphic Organizers - Literacy Centers - Think-Pair-Share - Scoring Rubrics - Weekly Assessments - Benchmark Assessments - Selection & Leveled Reader Quizzes - Text Responses - Conferences - Know It, Show It	**Diagnostic Assessments** - DIBELS Benchmark Assessment MP1,2,4 - LinkIt! MP1,2,4 *iRead* - Guided Reading Benchmark Assessment Kit MP 1,3,4 - HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun **Summative Assessments** - Module Assessments - Guided Reading Benchmark Assessment Kit **Alternative Assessments** - Inquiry and Research Projects - Hands-On Activities
Enduring Understandings	**Essential Questions**
1. It is important to do your best and get along with others. Being a good citizen means to be kind, work hard and respect others. (Module 4) 2. The Earth rotates causing day and night. (Module 5) 3. National symbols, monuments, and holidays honor our country. (Module 6)	1. Why is it important to do my best and get along with others? 2. Why do light and dark come and go? 3. What do holidays and symbols tell about our country?

Unit 2 Grade 1	
District/School Texts and Resources	**Aligned Skills and Activities**
The following texts and resources are utilized in Unit 2. **Module 4: Better Together** Houghton Mifflin Harcourt Into Reading Print/Online Resources - Teacher's Guide (TG) pp. T249-T496 - Week at a Glance - Week 1: TG pp. T269-344 - Week 2: TG pp. T345-T420 - Week 3: TG pp. T421-T496 - Ed Your Friend in Learning: https://www.hmhco.com/one/login/ **Resources for Module 4:** - Ed Your Friend in Learning (Ed Online) - Access to all online resources - Teacher's Guides - Writer's Workshop Teacher's Guide - Teacher Resource Book - Teaching Pal (teacher text) - myBook (student text) - Read Aloud Books with Matching Bookstix - Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards - Articulation Videos - Vocabulary Cards - Anchor Charts - Display and Engage Organizers (online resource) - Get Curious Videos (online resource) - iRead (online resource) - Rigby Readers with matching Take and Teach Lessons - Start Right Readers - Tabletop Minilessons - Printables	*Activities for the following skills are found in the corresponding texts and resources.* **Module 4: Better Together** **Learning Mindset – Asking for Help** **Build Knowledge & Language** **Access Prior Knowledge/Build Background** **Vocabulary** **Big Idea Words:** courtesy, honest, sport **Multimedia** **Active Listening and Viewing**: - Get Curious Video: Kindness Rewards **Foundational Skills** **Phonological Awareness** - Alliteration: Digraphs - Blend Phonemes - Segment Phonemes - Manipulate Phonemes: Change - Segment, Count Phonemes - Manipulate Phonemes Add, Change **Phonics** - Consonant Digraph ch, th, wh - Review ch and sh, th, st - Inflection –s, -es - Initial Blends with s **Spelling** - Consonant Diagraph ch, th, wh - Initial Blends with s **High-Frequency Words** **Concepts of Print** - Words in Sentences - Directionality - Capitalization

Unit 2 Grade 1	

• Know It, Show It (printable)
• Focal Texts (Writer's Workshop)
• Writers Notebook
	• **Fluency**
	  ○ Intonation
	  ○ Accuracy and Self-Correction
	  ○ Reading Rate
	Reading Workshop & Vocabulary
	• **Vocabulary**
	  ○ **Power Words**
	  ○ **Reader's Vocabulary**
	  ○ **Generative Vocabulary**
	    ➢ Compound Words
	    ➢ Suffixes –er, -est
	  ○ **Vocabulary Strategy**
	    ➢ Context Clues
	• **Multiple Genres**
	  ○ **Discuss Genre Characteristics**
	    ➢ Opinion Writing
	    ➢ Informational Text
	    ➢ Biography
	    ➢ Fantasy
	    ➢ Folktale
	    ➢ Video
	• **Speaking and Listening**
	  ○ Give and Follow Directions
	• **Comprehension**
	  ○ **Use Metacognitive Skills**
	    ➢ Evaluate
	    ➢ Synthesize
	    ➢ Retell
	    ➢ Make Connections
	  ○ **Literary Elements and Author's Purpose & Craft**
	    ➢ Ideas and Support
	    ➢ Central Idea
	    ➢ Point of View

Unit 2 Grade 1	

	➢ Text Features
	➢ Characters
	➢ Theme
	• **Respond to Text**
	  o Interact with Sources
	  o Written Response
	• **Fluency**
	  o Intonation
	  o Accuracy and Self-Correction
	  o Reading Rate
	
	Writing Workshop
	• **Writing Form**
	  o Procedural Text
	• **Focal Text**
	  o *Do Unto Otters* by Laurie Keller
	• **Grammar Minilessons**
	  o Prepositions and Prepositional Phrases
	  o Proper Nouns
	  o Commands

Module 5: Now You See It, Now You Don't
Houghton Mifflin Harcourt Into Reading Print/Online Resources
• Teacher's Guide (TG) pp. T1 –T248
• Week at a Glance
  o Week 1: TG pp. T21-T96
  o Week 2: TG pp. T97-T172
  o Week 3: TG pp. T173-T248
• Ed Your Friend in Learning: https://www.hmhco.com/one/login/
	Module 5: Now You See It, Now You Don't
	Learning Mindset – Problem Solving
	
	Build Knowledge & Language
	• **Access Prior Knowledge/Build Background**
	• **Vocabulary**
	  o **Big Idea Words:** orbit, period, solar
	• **Multimedia**
	  o **Active Listening and Viewing**:
	    ➢ Get Curious Video: Light and Dark Together

Unit 2 Grade 1

Resources for Module 5:	**Foundational Skills**
• Ed Your Friend in Learning (Ed Online) - Access to all online resources	• **Phonological Awareness**
• Teacher's Guides	○ Blend Phonemes
• Writer's Workshop Teacher's Guide	○ Manipulate Phonemes: Add
• Teacher Resource Book	○ Segment, Count Phonemes
• Teaching Pal (teacher text)	○ Manipulate Phonemes: Delete
• myBook (student text)	○ Manipulate Phonemes: Change
• Read Aloud Books with Matching Bookstix	• **Phonics**
• Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards	○ Initial Blends with l, r
• Articulation Videos	○ Review st, sl, fl, cl
• Vocabulary Cards	○ Compound Words
• Anchor Charts	○ Final Blends
• Display and Engage Organizers (online resource)	○ Inflection -ed
• Get Curious Videos (online resource)	• **Spelling**
• iRead (online resource)	○ Initial Blends with l, r
• Rigby Readers with matching Take and Teach Lessons	○ Final Blends
• Start Right Readers	• **High-Frequency Words**
• Tabletop Minilessons	• **Concepts of Print**
• Printables	○ Directionality
• Know It, Show It (printable)	○ Commas
• Focal Texts (Writer's Workshop)	○ Letters, Words, and Sentences
• Writers Notebook	• **Fluency**
	○ Expression
	○ Phrasing
	○ Intonation
	Reading Workshop & Vocabulary
	• **Vocabulary**
	○ **Power Words**
	○ **Reader's Vocabulary**
	○ **Generative Vocabulary**
	➢ Suffixes -er, -est, -y, -ful
	➢ Inflection -s

Unit 2 Grade 1	
	o **Vocabulary Strategy**
	➢ Reference Sources
	• **Multiple Genres**
	o **Discuss Genre Characteristics**
	➢ Informational Text
	➢ Realistic Fiction
	➢ Opinion Writing
	➢ Narrative Nonfiction
	➢ Fantasy
	➢ Song
	• **Media Literacy**
	o Digital Tools
	• **Comprehension**
	o **Use Metacognitive Skills**
	➢ Make Inferences
	➢ Make and Confirm Predictions
	➢ Make Connections
	o **Literary Elements and Author's Purpose & Craft**
	➢ Text Features
	➢ Story Structure
	➢ Ideas and Support
	➢ Central Idea
	➢ Theme
	• **Respond to Text**
	o Interact with Sources
	o Written Response
	• **Fluency**
	o Expression
	o Phrasing
	o Intonation

Unit 2 Grade 1

Module 6: Celebrate America
Houghton Mifflin Harcourt Into Reading Print/Online Resources
- Teacher's Guide (TG) pp. T249-T496
- Week at a Glance
    - ○ Week 1: TG pp. T269-T344
    - ○ Week 2: TG pp. T345-T420
    - ○ Week 3: TG pp. T421-T496
- Ed Your Friend in Learning: https://www.hmhco.com/one/login/

Resources for Module 6:
- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts

Writing Workshop
- **Writing Form**
    - ○ Imaginative Story
- **Focal Text**
    - ○ *Why the Sun and Moon Live in the Sky* by Elphinstone Dayrell
- **Grammar Minilessons**
    - ○ Subjects and Verbs
    - ○ Verbs and Time
    - ○ The Verb Be

Module 6: Celebrate America
Learning Mindset – Purpose

Build Knowledge & Language
- **Access Prior Knowledge/Build Background**
- **Vocabulary**
    - ○ **Big Idea Words:** appreciate, duty, participate
- **Multimedia**
    - ○ **Active Listening and Viewing**:
        - ➤ Get Curious Video: America's Birthday

Foundational Skills
- **Phonological Awareness**
    - ○ Blend Phonemes
    - ○ Isolate Phonemes: Identify Vowel
    - ○ Segment Phonemes
    - ○ Identify, Produce Rhyme
    - ○ Manipulate Phonemes: Delete
- **Phonics**
    - ○ Long e, I, o (CV)
    - ○ Possessives with 's
    - ○ Long a (VCe)
    - ○ Soft c

Unit 2 Grade 1	

• Display and Engage Organizers (online resource)
• Get Curious Videos (online resource)
• iRead (online resource)
• Rigby Readers with matching Take and Teach Lessons
• Start Right Readers
• Tabletop Minilessons
• Printables
• Know It, Show It (printable)
• Focal Texts (Writer's Workshop)
• Writers Notebook
	○ Long i, o (VCe)
	○ Silent Letters (kn, wr)
	• **Spelling**
	○ CV Pattern; Question Words
	○ Long a, i, o (VCe)
	• **High-Frequency Words**
	• **Concepts of Print**
	○ Words in Sentences
	○ Capitalization
	○ Dialogue
	• **Fluency**
	○ Accuracy and Self-Correction
	○ Reading Rate
	○ Expression
	
	Reading Workshop & Vocabulary
	• **Vocabulary**
	○ **Power Words**
	○ **Reader's Vocabulary**
	○ **Generative Vocabulary**
	  ➢ Suffixes -y, -ful, -less
	  ➢ Words about actions
	○ **Vocabulary Strategy**
	  ➢ Multiple-Meaning Words
	• **Multiple Genres**
	○ **Discuss Genre Characteristics**
	  ➢ Informational Text
	  ➢ Song
	  ➢ Drama
	  ➢ Realistic Fiction
	  ➢ Opinion Writing
	  ➢ Narrative Nonfiction
	  ➢ Poetry

Unit 2 Grade 1	

	• **Media Literacy**
	    ○ Reference Sources
	• **Comprehension**
	    ○ **Use Metacognitive Skills**
	        ➢ Make and Confirm Predictions
	        ➢ Evaluate
	        ➢ Make Connections
	        ➢ Create Mental Images
	    ○ **Literary Elements and Author's Purpose & Craft**
	        ➢ Text Features
	        ➢ Elements of Poetry
	        ➢ Elements of Drama
	        ➢ Point of View
	        ➢ Ideas and Support
	        ➢ Text Organization
	        ➢ Story Structure
	• **Respond to Text**
	    ○ Interact with Sources
	    ○ Written Response
	• **Fluency**
	    ○ Accuracy and Self-Correction
	    ○ Reading Rate
	    ○ Expression
	Writing Workshop
	• **Writing Form**
	    ○ Personal Narrative
	• **Focal Text**
	    ○ *The Thanksgiving Door* by Debby Atwell
	• **Grammar Minilessons**
	    ○ Questions
	    ○ Compound Sentences
	    ○ Names of Months, Days, and Holidays

Unit 2 Grade 1

| **Additional Amistad Resources:** https://nj.gov/education/amistad/resources/literacy.pdf

Additional Holocaust Resources:
• https://www.nj.gov/education/holocaust/911/additional/K5.pdf
• https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf
• https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf | **Amistad Activities:** *Dr. Martin Luther King, Jr.* (Module 6, Week 2) & *George Washington Carver* (Module 6, Week 2)
• Additional activities found in ***The Amistad Commission's Literacy Components for Primary Grades*** (NJDOE)

Holocaust Activities: *Kindness Rewards – Get Curious Video (Module 4, Week 1); Color Your World with Kindness* (Module 4, Week 3), *Do Unto Otters* (Module 4, Weeks 1-3)
• Additional activities found in ***911 Lessons for the Classroom: K-5 Lesson Plans*** (NJDOE)
• Additional activities found in ***Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL*** (NJDOE)
• Additional activities found in ***Caring Makes a Difference*** (NJDOE) |

District/School Supplementary Resources

| Read Works: https://www.readworks.org/
newsela: https://newsela.com/
Freckle: https://www.freckle.com/ela/
Dogo News: https://www.dogonews.com/
Reading Bear: http://www.readingbear.org/
ABCya: https://www.abcya.com/ | Starfall: https://www.starfall.com/h/
FunEnglishGames.com: http://www.funenglishgames.com/
Family Learning/Sight Word Games:
http://www.familylearning.org.uk/sight_word_games.html
Quill: https://www.quill.org/
Brainpop: https://www.brainpop.com/

Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/ |

District/School Writing Tasks

| **Primary Focus**
• **Module 4**: Informational Text Writing
Procedural Text
• **Module 5**: Narrative Writing
Imaginative Story
• **Module 6**: Narrative Writing
Personal Narrative | **Secondary Focus**
• Response to Text
• Inquiry & Research Projects | **Routine Writing**
• Response to Text
  o myBook
  o Writing Prompts
• Literacy Centers
  o Listening & Reading Logs
  o Annotate the Text
  o Response Journal |

Unit 2 Grade 1

District Requirement: Complete one process piece for Unit/MP 2 for district writing portfolio. State Requirement: Complete one piece of narrative and informative/explanatory writing.		○ Inquiry & Research Projects

Instructional Best Practices and Exemplars

Instructional Best Practices		Exemplars
• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Differentiated Instruction	• Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction	• https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.Civics CM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).9

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Unit 2 Grade 1
Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms

- o Provide graphic organizers
- o Verbalize before writing
- o Provide sentence starters

- o Leveled texts
- o Modeling and guided practice
- o Targeted phonics practice
- o Targeted Phonological Awareness Instruction
- o Scaffolding strategies
- o Shortened assignments
- o Extend time as needed
- o Read directions aloud
- o Repeat, rephrase and clarify directions

- o Use technology i.e. Chromebooks and iPads
- o Provide consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success
- o Modify testing format
- o Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Extended time as needed
- o Read directions aloud
- o Assist with organization
- o Use of technology i.e. Chromebooks and iPads

- o Emphasize/highlight key concepts
- o Provide timelines for work completion
- o Break down multi-step tasks into smaller chunks
- o Provide copy of class notes
- o Graphic organizers
- o Sentence Starters
- o Targeted phonics practice
- o Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors **WIDA Can Do Descriptors:** ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: - Use of bilingual dictionaries - Personal dictionary - Word wall - Manipulatives - Pictures, photographs - Modeling and guided practice - Sentence starters - Response frames - Adapted text/ Leveled Readers - Repeated reading - Graphic organizers - Background knowledge experience - Vocabulary (cognates) exposure - Fluency strategies - Targeted phonics practice - Additional SIOP Strategies as described in the following book: *Making Content Comprehensible for English Language Learners: The SIOP Model* *99 Activities for Teaching English Language Arts to English Language Learners*	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that: - Require higher order thinking, communication, and leadership skills - Differentiate content, process, or product according to student's readiness, interests, and/or learning styles - Provide higher level texts - Expand use of open-ended, abstract questions - Require critical and creative thinking activities with emphasis on research and in-depth study - Provide Enrichment Activities/Project-Based Learning/ Independent Study Additional strategies may be located at the following links: - Gifted Programming Standards - Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy - REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Science:
NJSLS 1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year. (Module 5, Week 2)
Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (Module 3)
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. (Module 4)
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). (Module 4)
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Module 4)
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. (Module 6)
6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. (Module 6)
6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. (Module 6)

Arts:
NJSLS 1.1.2.C.3: Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Modules 4 - 6, Creativity Corner)

Integration of Technology Standards NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Unit 3 Grade 1		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	• Understand what key details are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: • Identify the key details of a story • Retell stories in their words capturing the key details • Explain the story's central idea or message
		RI.1.2: • Identify the key details of a text • Retell texts in their own words capturing the key details • Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3: • Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: • Recognize feeling words and phrases in texts • Recognize sensory words texts • Describe what feeling or sense the words and phrases are appealing to
		RI.1.4: • Identify words in text where the meaning is unclear or unknown • Ask and answer questions to help understand what words and phrases mean in the text • Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content • Use strategies when faced with an unknown word
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: • Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, events • Explain how illustrations describe important story elements • Describe story elements using story details

Winslow Township School District
English Language Arts
Grade 1

Unit 3 Grade 1		
		RI.1.7: • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: • Identify the characters in stories • Describe characters' experiences in the stories • Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems
		RI.1.9: • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	• Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		• Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end 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.
  RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.
  RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
  RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		• Identify long and short vowel sounds in single syllable words
		• Produce the sound for each letter and blend to make a word
		• Take apart a word by sounds
		• Discern letter sounds at the beginning, middle, and end of words
		• Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
		• Determine each phoneme of spoken one-syllable words
		•

Unit 3 Grade 1	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D) RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	• Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding • Identify long and short vowels when reading one-syllable words • Accurately read both long and short vowels in common one-syllable words • Use specific strategies to decode words using syllables • Recognize the vowel sound in every syllable
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary

Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
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.	• Introduce the topic • Express an opinion on the topic • Include a reason to support the opinion • Include a closing statement or section
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.	• Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement
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.	• Respond to adults' and peers' (conferences and writing partner) questions and suggestions • Reflect on writing and make changes • Add descriptive words and details • Recognize and correct spelling, grammar and punctuation errors

Unit 3 Grade 1	
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.	• Use technology to create and publish writing, with support when necessary • Use technology to collaborate with peers, with adult support when necessary
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).	• Understand their role in the shared projects • Contribute to the project from beginning to end • Use graphic organizers to aid in collaboration
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.
	• Participate in variety of rich structured conversations about grade appropriate topics and texts
	• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
	• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
	• Use strategies to respond to the comments of others to build the conversation
	• Ask question(s) when confused during a discussion

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
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.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing

Unit 3 Grade 1	
	• Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	• Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  L.1.1.F. Use frequently occurring adjectives.
  L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  L.1.1.H. Use determiners (e.g., articles, demonstratives).
	• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking
	• Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking
	• Identify different tenses of verbs in reading
	• Explain how verbs can express past, present, and future
	• Use verb tense to express past, present, and future in writing
	• Identify adjectives and explain their function in reading
	• Use common adjectives in writing
	• Identify conjunctions and explain their function in reading
	• Use common conjunctions in writing
	• Identify determiners and explain their function in reading
	• Use determiners in writing

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  L.1.2.A. Capitalize dates and names of people.
  L.1.2.B. Use end punctuation for sentences.
  L.1.2.C. Use commas in dates and to separate single words in a series.
  L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	• Understand that dates and names are capitalized
	• Recognize proper nouns when reading and apply when writing
	• Apply knowledge of ending punctuation to writing
	• Recognize the comma
	• Explain the purpose and function of a comma
	• Apply rules for using commas in writing to dates and to single word series
	• Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
	• Apply knowledge of phonemic awareness and spelling conventions to spell untaught words

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.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
  L.1.4.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.
	• Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
	• Explain the meaning of common affixes
	• Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
	• Use knowledge of common affixes and inflection to understand words

Unit 3 Grade 1	
L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Apply root words and their inflectional forms in reading, writing and speaking • Consistently decode words using the meaning of affixes root word, and inflection as a clue

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	• Group words into categories that logically fit together
	• Explain why the words belong in a group
	• Identify attributes of words put into categories
	• Use the attribute to extend the definition of categorized words
	• Use and understand words that are rich in meaning in reading, speaking, and writing
	• Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing

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).	• Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 3 Grade 1		
District/School Formative Assessment Plan		**District/School Summative Assessment Plan**
• Correct & Redirect • Class Discussions • Student Participation • Teacher Observation	• Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share	**Diagnostic Assessments** • DIBELS Benchmark Assessment MP1,2,4 • LinkIt! MP1,2,4 • *iRead*

Unit 3 Grade 1

• Self-Assessments • Verbalization • Anecdotal Notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Exit Tickets • *iRead*	• Scoring Rubrics • Weekly Assessments • Benchmark Assessments • Selection & Leveled Reader Quizzes • Text Responses • Conferences • Know It, Show It	• Guided Reading Benchmark Assessment Kit MP 1,3,4 • HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun **Summative Assessments** • Module Assessments • Guided Reading Benchmark Assessment Kit **Alternative Assessments** • Inquiry and Research Projects • Hands-On Activities

Enduring Understandings	Essential Questions
1. Natural changes can be seen in many environments. (Module 7) 2. Stories teach us about storytelling, different kinds of literature, and lessons we can learn. (Module 8) 3. Plants need sun, soil, water and nutrients to live and grow. (Module 9)	1. How do things in nature change? 2. What lessons can we learn from stories? 3. What do plants need to live and grow?

District/School Texts and Resources	Aligned Skills and Activities
The following texts and resources are utilized in Unit 3. **Module 7: The Big Outdoors** Houghton Mifflin Harcourt Into Reading Print/Online Resources • Teacher's Guide (TG) pp. T2-T248 • Week at a Glance 　　○　Week 1: TG pp. T21-T96 　　○　Week 2: TG pp. T97-T172 　　○　Week 3: TG pp. T173-T248 • Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/ **Resources for Module 7:** • Ed Your Friend in Learning (Ed Online) - Access to all online resources • Teacher's Guides • Writer's Workshop Teacher's Guide • Teacher Resource Book • Teaching Pal (teacher text) • myBook (student text) • Read Aloud Books with Matching Bookstix • Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards • Articulation Videos • Vocabulary Cards • Anchor Charts • Display and Engage Organizers (online resource) • Get Curious Videos (online resource) • iRead (online resource) • Rigby Readers with matching Take and Teach Lessons • Start Right Readers • Tabletop Minilessons • Printables	*Activities for the following skills are found in the corresponding texts and resources.* **Module 7: The Big Outdoors** **Learning Mindset – Noticing** **Build Knowledge & Language** • **Access Prior Knowledge/Build Background** • **Vocabulary** 　　○ **Big Idea Words:** cycle, evaporation, liquid • **Multimedia** 　　○ **Active Listening and Viewing**: 　　　➢ Get Curious Video: Water in the Desert **Foundational Skills** • **Phonological Awareness** 　　○ Blend Phonemes 　　○ Manipulate Phonemes: Change 　　○ Segment Phonemes 　　○ Identify, Produce Rhyme 　　○ Produce Rhyme • **Phonics** 　　○ Long u, e (VCe), Long e(ea, ee), Long a (ai, ay) 　　○ Soft g (g, dge) 　　○ Short e (ea) 　　○ Contractions with 'm, 's, n't, 'll • **Spelling** 　　○ Long u; VCe Pattern 　　○ Long e Patterns 　　○ Long a Vowel Teams • **High-Frequency Words** • **Concepts of Print** 　　○ Words in Sentences 　　○ Directionality 　　○ End Punctuation • **Fluency**

• Know It, Show It (printable)
• Focal Texts (Writer's Workshop)
• Writers Notebook
	○ Intonation
	○ Phrasing
	○ Accuracy and Self-Correction
	Reading Workshop & Vocabulary
	• **Vocabulary**
	  ○ **Power Words**
	  ○ **Reader's Vocabulary**
	  ○ **Generative Vocabulary**
	    ➤ Words about Feelings and Beliefs
	    ➤ Suffix –less
	    ➤ Words About Places and Things
	  ○ **Vocabulary Strategy**
	    ➤ Shades of Meaning
	• **Multiple Genres**
	  ○ **Discuss Genre Characteristics**
	    ➤ Opinion Writing
	    ➤ Informational Text
	    ➤ Fantasy
	    ➤ Realistic Fiction
	    ➤ Procedural Text
	    ➤ Narrative Nonfiction
	    ➤ Song
	• **Research**
	  ○ Gather Information
	• **Comprehension**
	  ○ **Use Metacognitive Skills**
	    ➤ Make Inferences
	    ➤ Monitor and Clarify
	    ➤ Summarize
	    ➤ Synthesize
	  ○ **Literary Elements and Author's Purpose & Craft**
	    ➤ Ideas and Support
	    ➤ Text Organization
	    ➤ Point of View
	    ➤ Setting

    ➢ Central Idea
    ➢ Content Area Words
- **Respond to Text**
  - Interact with Sources
  - Written Response
- **Fluency**
  - Intonation
  - Phrasing
  - Accuracy and Self-Correction

Writing Workshop
- **Writing Form**
  - Poem
- **Focal Text**
  - *Ask Me* by Bernard Waber
- **Grammar Minilessons**
  - Future Tense
  - Subject Pronouns
  - The Pronouns I and Me

Module 8: Tell Me a Story
Learning Mindset – Resilience

Build Knowledge & Language
- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** amuse, entertain, literature
- **Multimedia**
  - **Active Listening and Viewing**:
    - ➢ Get Curious Video: The Mouse and the Lion

Foundational Skills
- **Phonological Awareness**
  - Blend Phonemes
  - Isolate Phonemes: Identify Vowel
  - Segment Phonemes
  - Manipulate Phonemes: Add, Delete, Change

Module 8: Tell Me a Story
Houghton Mifflin Harcourt *Into Reading* Print/Online Resources
- Teacher's Guide (TG) pp. T250-T496
- Week at a Glance
  - Week 1: TG pp. T269-T344
  - Week 2: TG pp. T345-T420
  - Week 3: TG pp. T421-T496
- Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/

Resources for Module 8:
- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide

- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

  - o Segment, Count Phonemes
- **Phonics**
  - o Long o (oa, ow)
  - o Long o, i (oe, ie)
  - o Long i (igh, y)
  - o Long i, o
  - o r-Controlled Vowel ar
  - o Two-Syllable Words
- **Spelling**
  - o Long o
  - o Long i Patterns
  - o r-Controlled Vowel ar
- **High-Frequency Words**
- **Concepts of Print**
  - o Capitalization
  - o Letters, Words, and Sentences
  - o Directionality
- **Fluency**
  - o Reading Rate
  - o Expression
  - o Phrasing

Reading Workshop & Vocabulary
- **Vocabulary**
  - o **Power Words**
  - o **Reader's Vocabulary**
  - o **Generative Vocabulary**
    - ➢ Words About Actions and Directions
    - ➢ Suffix –ly
  - o **Vocabulary Strategy**
    - ➢ Classify and Categorize
- **Multiple Genres**
  - o **Discuss Genre Characteristics**
    - ➢ Informational Text
    - ➢ Folktale

- ➢ Fantasy
- ➢ Drama
- ➢ Fable
- ➢ Biography
- ➢ Video
- **Media Literacy**
  - o Digital Texts and Features
- **Comprehension**
  - o **Use Metacognitive Skills**
    - ➢ Create Mental Images
    - ➢ Make Connections
    - ➢ Make Inferences
    - ➢ Synthesize
  - o **Literary Elements and Author's Purpose & Craft**
    - ➢ Text Features
    - ➢ Theme
    - ➢ Characters
    - ➢ Elements of Drama
    - ➢ Setting
    - ➢ Point of View
    - ➢ Central Idea
- **Respond to Text**
  - o Interact with Sources
  - o Written Response
- **Fluency**
  - o Reading Rate
  - o Expression
  - o Phrasing

Writing Workshop
- **Writing Form**
  - o Personal Narrative
- **Focal Text**
  - o *The Kissing Hand* by Audrey Penn

Module 9: Grow, Plants, Grow
Houghton Mifflin Harcourt *Into Reading* Print/Online Resources
- Teacher's Guide (TG) pp. T1-T248
- Week at a Glance
  - Week 1: TG pp. T21-T96
  - Week 2: TG pp. T97-T172
  - Week 3: TG pp. T173-T248
- Ed Your Friend in Learning: https://www.hmhco.com/one/login/

Resources for Module 9:
- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books with Matching Bookstix
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Articulation Videos
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- *iRead* (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers

- **Grammar Minilessons**
  - Possessive Pronouns
  - Indefinite Pronouns
  - Contractions

Module 9: Grow, Plants, Grow
Learning Mindset – Setting Goals

Build Knowledge & Language
- **Access Prior Knowledge/Build Background**
- **Vocabulary**
  - **Big Idea Words:** absorb, emerge, vegetation
- **Multimedia**
  - **Active Listening and Viewing**:
    - Get Curious Video: A Seed Grows

Foundational Skills
- **Phonological Awareness**
  - Segment, Count Syllables
  - Segment, Count Phonemes
  - Blend Phonemes
  - Blend Syllables
  - Add Syllables
  - Delete Syllables
- **Phonics**
  - r-Controlled Vowels or, ore
  - Two-Syllable Words
  - r-Controlled Vowels er, ir, ur
  - Final Blends ng, nk; Inflection -ing
  - Review inflections -s, -es
- **Spelling**
  - r-Controlled Vowels or, ore
  - r-Controlled Vowels er, ir, ur
  - Final Blends; Inflections -s, -es
- **High-Frequency Words**
- **Concepts of Print**
  - Words in Sentences

- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

- o End Punctuation
- o Letters, Words, and Sentences
- **Fluency**
- o Intonation
- o Accuracy and Self-Correction
- o Reading Rate

Reading Workshop & Vocabulary
- **Vocabulary**
  - o **Power Words**
  - o **Reader's Vocabulary**
  - o **Generative Vocabulary**
    - ➢ Words About Places and Things
    - ➢ Prefix un-
  - o **Vocabulary Strategy**
    - ➢ Reference Sources
- **Multiple Genres**
  - o **Discuss Genre Characteristics**
    - ➢ Poetry
    - ➢ Procedural Text
    - ➢ Fantasy
    - ➢ Folktale
    - ➢ Informational Text
    - ➢ Video
- **Media Literacy**
  - o Nonfiction Forms
- **Comprehension**
  - o **Use Metacognitive Skills**
    - ➢ Evaluate
    - ➢ Monitor and Clarify
    - ➢ Retell
    - ➢ Ask and Answer Questions
  - o **Literary Elements and Author's Purpose & Craft**
    - ➢ Elements of Poetry
    - ➢ Text Organization
    - ➢ Story Structure
    - ➢ Text Features

> ➢ Chronological Order
- **Respond to Text**
  - o Interact with Sources
  - o Written Response
- **Fluency**
  - o Intonation
  - o Accuracy and Self-Correction
  - o Reading Rate

Writing Workshop
- **Writing Form**
  - o Descriptive Essay
- **Focal Text**
  - o *One Bean* by Anne Rockwell
- **Grammar Minilessons**
  - o Exclamations
  - o Kinds of Sentences
  - o Adjectives: The Senses

District/School Supplementary Resources

Read Works: https://www.readworks.org/
newsela: https://newsela.com/
Freckle: https://www.freckle.com/ela/
Dogo News: https://www.dogonews.com/
Reading Bear: http://www.readingbear.org/
ABCya: https://www.abcya.com/

Starfall: https://www.starfall.com/h/
FunEnglishGames.com: http://www.funenglishgames.com/
Family Learning/Sight Word Games:
http://www.familylearning.org.uk/sight_word_games.html
Quill: https://www.quill.org/
Brainpop: https://www.brainpop.com/
Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

District/School Writing Tasks		

. Primary Focus
• **Module 7**: Poetry
Poem
• **Module 8**: Narrative Writing
Personal Narrative
• **Module 9**: Informational Text
Descriptive Essay
• **Opinion Writing**
 	
***District Requirement**: Complete one process piece for Unit/MP 3 for district writing portfolio.*
 	
State Requirement: Complete one piece of opinion, informative/explanatory, shared research, and routine writing.
	Secondary Focus
	• Response to Text
	• Inquiry & Research Projects
		Routine Writing
		• Response to Text
		   ○ myBook
		   ○ Writing Prompts
		• Literacy Centers
		   ○ Listening & Reading Logs
		   ○ Annotate the Text
		   ○ Response Journal
		   ○ Inquiry & Research Projects

Instructional Best Practices and Exemplars	
Instructional Best Practices	**Exemplars**
• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Differentiated Instruction • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction	• https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.Civics CM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.TL.2: Create a document using a word processing application.

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

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Modeling and guided practice
o Targeted phonics practice
o Targeted Phonological Awareness Instruction
o Scaffolding strategies
o Shortened assignments
o Extend time as needed
o Read directions aloud

o Provide graphic organizers
o Verbalize before writing
o Provide sentence starters
o Use technology i.e. Chromebooks and iPads
o Provide consistent structured routine
o Provide simple and clear classroom rules
o Provide frequent feedback
o Provide support staff as needed
o Assist w/ organization
o Recognize success
o Modify testing format

o Repeat, rephrase and clarify directions	o Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming

developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

o Small group instruction	o Emphasize/highlight key concepts
o Audio books	o Provide timelines for work completion
o Text-to-speech platforms	o Break down multi-step tasks into smaller chunks
o Leveled texts	o Provide copy of class notes
o Extended time as needed	o Graphic organizers
o Read directions aloud	o Sentence Starters
o Assist with organization	o Targeted phonics practice
o Use of technology i.e. Chromebooks and iPads	o Targeted Phonological Awareness Instruction

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic organizers
• Background knowledge experience
• Vocabulary (cognates) exposure
• Fluency strategies
• Targeted phonics practice
• Additional SIOP Strategies as described in the following book:
  o *Making Content Comprehensible for English Language Learners: The SIOP Model*
  o *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
Math: **NJSLS 1.MD.A.1:** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (Module 9, Week 1) **Science:** **NJSLS 1-LS1-1:** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (Module 7, Week 3) **Social Studies:** 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. (Module 7) 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). (Module 7) 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. (Module 7) **Arts:** **NJSLS 1.1.2.C.3:** Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Modules 7 - 9, Creativity Corner)
Integration of Technology Standards NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

Unit 4 Grade 1		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	• Understand what key details are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: • Identify the key details of a story • Retell stories in their words capturing the key details • Explain the story's central idea or message
		RI.1.2: • Identify the key details of a text • Retell texts in their own words capturing the key details • Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: • Recognize feeling words and phrases in texts • Recognize sensory words texts • Describe what feeling or sense the words and phrases are appealing to
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: • Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, events • Explain how illustrations describe important story elements • Describe story elements using story details
		RI.1.7: • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
	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.	• Identify the key points an author is making in a text • Recognize the author's reasoning by finding support within the text • Explain how this information is useful, with scaffolding, as needed

Winslow Township School District
English Language Arts
Grade 1

Unit 4 Grade 1		
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: • Identify the characters in stories • Describe characters' experiences in the stories • Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems
		RI.1.9: • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	• Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. 　RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		• Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end 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. 　RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words. 　RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 　RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 　RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		• Identify long and short vowel sounds in single syllable words • Produce the sound for each letter and blend to make a word • Take apart a word by sounds • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words • Determine each phoneme of spoken one-syllable words

Unit 4 Grade 1	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. 　RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. 　　RF.1.2.B. Orally produce single-syllable words by blending sounds 　RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds. 　RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D) 　RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	• Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding • Identify long and short vowels when reading one-syllable words • Accurately read both long and short vowels in common one-syllable words • Use specific strategies to decode words using syllables • Recognize the vowel sound in every syllable
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. 　RF.1.4.A. Read grade-level text with purpose and understanding. 　RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 　RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary
Unit 4 Writing Standards	**Unit 4 Writing Critical Knowledge and Skills**
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.	• Introduce the topic • Express an opinion on the topic • Include a reason to support the opinion • Include a closing statement or section
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.	• Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
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.	• Respond to adults' and peers' (conferences and writing partner) questions and suggestions • Reflect on writing and make changes • Add descriptive words and details • Recognize and correct spelling, grammar and punctuation errors
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.	• Use technology to create and publish writing, with support when necessary • Use technology to collaborate with peers, with adult support when necessary

Unit 4 Grade 1	
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).	• Understand their role in the shared projects • Contribute to the project from beginning to end • Use graphic organizers to aid in collaboration
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
   SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
   SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.
	• Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners)
	• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
	• Ask question(s) when confused about a discussion

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
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.	• Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	• Express thoughts and feelings and ideas in complete sentences • Speak audibly o naturally express ideas

Winslow Township School District
English Language Arts
Grade 1

Unit 4 Grade 1	
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**
L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). L.1.1.F. Use frequently occurring adjectives. L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.H. Use determiners (e.g., articles, demonstratives). L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing • Identify and explain the purpose of prepositions in reading • Use prepositional words in writing • Demonstrate sentence variety in speaking and writing
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.A. Capitalize dates and names of people. L.1.2.B. Use end punctuation for sentences. L.1.2.C. Use commas in dates and to separate single words in a series. L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Understand that dates and names are capitalized • Recognize proper nouns when reading and apply when writing • Apply knowledge of ending punctuation to writing • Apply rules for using commas in writing to dates and to single word series • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
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.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4.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. L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts • Explain the meaning of common affixes • Demonstrate accurate inflection when reading (reading a question vs. reading a statement) • Use knowledge of common affixes and inflection to understand words • Apply root words and their inflectional forms in reading, writing and speaking • Consistently decode words using the meaning of affixes root word, and inflection as a clue

Unit 4 Grade 1	
L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	• Use and understand words that are rich in meaning in reading, speaking, and writing • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing • Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives
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).	• Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 4 Grade 1	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
• Correct & Redirect • Class Discussions • Student Participation • Teacher Observation • Self-Assessments • Verbalization • Anecdotal Notes • Performance-Based Assessments/Tasks • Oral Reading/Running Records • Intervention Assessments • Graphic Organizers • Literacy Centers • Think-Pair-Share • Scoring Rubrics • Weekly Assessments • Benchmark Assessments • Selection & Leveled Reader Quizzes • Text Responses	**Diagnostic Assessments** • DIBELS Benchmark Assessment MP1,2,4 • LinkIt! MP1,2,4 • *iRead* • Guided Reading Benchmark Assessment Kit MP 1,3,4 • HMH Adaptive Growth Measure MP1,3,4Oct/Feb/Jun **Summative Assessments** • Module Assessments • Guided Reading Benchmark Assessment Kit

Unit 4 Grade 1		
• Exit Tickets • *iRead*	• Conferences • Know It, Show It	**Alternative Assessments** • Inquiry and Research Projects • Hands-On Activities

Enduring Understandings	Essential Questions
1. Positive results can occur when people dare to dream and try something new. (Module 10)	1. How can thinking in new ways help solve problems?

2. Reading nonfiction is different from reading other genres. Knowing the characteristics of nonfiction including narratives, informational texts and biographies can enhance our understanding and learning of new facts and information. (Module 11)	2. What makes reading nonfiction different from reading other genres?
	  o Week One: What are the characteristics of narrative nonfiction.
	  o Week Two: What are the characteristics of informational text?
	  o Week Three: What are the characteristics of a biography?

3. Reading literary texts is different from reading other genres. Knowing the characteristics of literary texts including realistic fiction, folktales and fantasy can enhance our understanding and enjoyment of stories. (Module 12)	3. What makes reading literary texts different from reading other genres?
	  o Week One: What are the characteristics of realistic fiction?
	  o Week Two: What are the characteristics of folktales?
	  o Week Three: What are the characteristics of fantasy?

District/School Texts and Resources	Aligned Skills and Activities

The following texts and resources are utilized in Unit 4.
 	
Module 10: Dare to Dream
Houghton Mifflin Harcourt *Into Reading* Print/Online Resources
• Teacher's Guide (TG) pp. T249-T496
• Week at a Glance
  o Week 1: TG pp. T269-T344
  o Week 2: TG pp. T345-T420
  o Week 3: TG pp. T421-T496
• Ed Your Friend in Learning: https://www.hmhco.com/one/login/
 	
Resources for Module 10:
• Ed Your Friend in Learning (Ed Online) - Access to all online resources
• Teacher's Guides
• Writer's Workshop Teacher's Guide
	Activities for the following skills are found in the corresponding texts and resources.
	Module 10: Dare to Dream
	Learning Mindset – Perseverance
	
	Build Knowledge & Language
	• **Access Prior Knowledge/Build Background**
	• **Vocabulary**
	  o **Big Idea Words:** applaud, future, genius
	• **Multimedia**
	  o **Active Listening and Viewing**:
	    ➤ Get Curious Video: Reach for the Stars
	
	Foundational Skills
	• **Phonological Awareness**
	  o Segment, Count Syllables
	  o Blend Syllables

Unit 4 Grade 1	

• Teacher Resource Book
• Teaching Pal (teacher text)
• myBook (student text)
• Read Aloud Books with Matching Bookstix
• Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
• Articulation Videos
• Vocabulary Cards
• Anchor Charts
• Display and Engage Organizers (online resource)
• Get Curious Videos (online resource)
• *iRead* (online resource)
• Rigby Readers with matching Take and Teach Lessons
• Start Right Readers
• Tabletop Minilessons
• Printables
• Know It, Show It (printable)
• Focal Texts (Writer's Workshop)
• Writers Notebook
	○ Blend Phonemes
	○ Segment Phonemes
	• **Phonics**
	  ○ Contractions with 've, 're
	  ○ Suffixes –er, -est
	  ○ Vowel Pattern oo (/oo/)
	  ○ Consonant +le
	  ○ Vowel Patterns: /OO/ (Spellings oo, ou, ew)
	  ○ Vowel Patterns: /OO/ (Spellings ue, u)
	• **Spelling**
	  ○ Contractions with 'm, 's, n't, 'll
	  ○ Words with oo (/OO/)
	  ○ Vowel Patterns: /OO/
	• **High-Frequency Words**
	• **Concepts of Print**
	  ○ Directionality
	  ○ Commas
	  ○ End Punctuation
	• **Fluency**
	  ○ Intonation
	  ○ Phrasing
	  ○ Expression
	
	Reading Workshop & Vocabulary
	• **Vocabulary**
	  ○ **Power Words**
	  ○ **Reader's Vocabulary**
	  ○ **Generative Vocabulary**
	    ➢ Prefix re-
	    ➢ Words About Places and Things
	  ○ **Vocabulary Strategy**
	    ➢ Shades of Meaning

Unit 4 Grade 1	

	• **Multiple Genres**
	  ○ **Discuss Genre Characteristics**
	    ➢ Informational Text
	    ➢ Realistic Fiction
	    ➢ Fantasy
	    ➢ Poetry
	    ➢ Biography
	    ➢ Video
	• **Research**
	  ○ Present Information
	• **Comprehension**
	  ○ **Use Metacognitive Skills**
	    ➢ Retell
	    ➢ Make Inferences
	    ➢ Create Mental Images
	    ➢ Make Connections
	  ○ **Literary Elements/Author's Purpose and Craft**
	    ➢ Central Idea
	    ➢ Setting
	    ➢ Theme
	    ➢ Elements of Poetry
	    ➢ Text Organization
	    ➢ Characters
	• **Response to Text**
	  ○ Interact with Sources
	  ○ Written Response
	• **Fluency**
	  ○ Intonation
	  ○ Phrasing
	  ○ Expression
	
	Writing Workshop
	• **Writing Form**
	  ○ Biographical Essay
	• **Focal Text**
	  ○ *The Girl Who Could Dance in Outer Space* by Maya Cointreau

Unit 4 Grade 1

Module 11: Genre Study - Nonfiction
Houghton Mifflin Harcourt *Into Reading* Print/Online Resources
- Teacher's Guide (TG) pp. T1-T130
  - Week at a Glance
    - ➢ Week 1: TG pp. T6-T7
    - ➢ Week 2: TG pp. T48-T49
    - ➢ Week 3: TG pp. T90-T91
- Genre Study Teacher's Guide (TG) pp. G6-G41
  - Weekly Planner
    - ➢ Week 1: TG pp. G6-G7
    - ➢ Week 2: TG pp. G18-G19
    - ➢ Week 3: TG pp. G30-G31
- Ed Your Friend in Learning**:** https://www.hmhco.com/one/login/

 Resources for Module 11:
- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- *iRead* (online resource)

- **Grammar Minilessons**
  - Adverbs
  - Adjectives That Compare
  - Spelling

Module 11: Genre Study – Nonfiction
Learning Mindset: Self-Reflection

Foundational Skills
- **Phonics**
  - Diphthongs ow, ou, oy, oi
  - Vowel Patterns: /o/
  - Inflections
  - Long *e (ie, y, ey)*
- **High-Frequency Words**
- **Fluency**
  - Accuracy
  - Self-Correction
  - Reading Rate
  - Intonation
- **Spelling**
  - Diphthongs *ow, ou,* (ou)
  - Compound Words
  - Inflections –ed, -ing

Reading Workshop
- **Analyze Nonfiction Genre Characteristics**
  - Narrative Nonfiction: Author's Purpose & Text Organization
  - Informational Text: Central Idea & Text Features
  - Biography: Text Organization & Text Features

Writing Workshop
- **Writing Form**
  - Opinion Letter

Unit 4 Grade 1

- Rigby Readers with matching Take and Teach Lessons
- Start Right Readers
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer's Workshop)
- Writers Notebook

Module 12: Genre Study – Literary Texts
Houghton Mifflin Harcourt *Into Reading* Print/Online Resources
- Teacher's Guide (TG) pp. T131-T259
  - Week at a Glance
    - Week 1: TG pp. T136-T137
    - Week 2: TG pp. T178-T179
    - Week 3: TG pp. T220-T221
- Genre Study Teacher's Guide (TG) pp. G42-G77
  - Weekly Planner
    - Week 1: TG pp. G42-G43
    - Week 2: TG pp. G54-G55
    - Week 3: TG pp. G66-G67
- Ed Your Friend in Learning**: https://www.hmhco.com/one/login/**

 Resources for Module 12:
- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Read Aloud Books
- Sound/Spelling Cards, Picture Cards, Letter Cards, Word Cards
- Anchor Charts

- **Focal Text**
  - *I Will Not Read This Book by Cece Meng*
- **Grammar Minilessons**
  - Review

Module 12: Genre Study – Literary Texts
Learning Mindset: Planning Ahead

Foundational Skills
- **Phonics**
  - Suffixes -ful, -less, -ly
  - Prefixes un-, re-
  - Two-Syllable Words: CV, CVC
  - Suffixes -er, -est
  - Inflections
- **High-Frequency Words**
- **Fluency**
  - Phrasing
  - Expression
  - Accuracy and Self-Correction
- **Spelling**
  - Suffixes - *ful, -ly, -y*
  - Prefixes *re-, un-*
  - Suffixes - *er, -est*

Reading Workshop
- **Analyze Nonfiction Genre Characteristics**
  - Realistic Fiction: Story Structure & Point of View
  - Folktales: Characters & Theme
  - Fantasy: Setting & Story Structure

Unit 4 Grade 1	
- Display and Engage Organizers (online resource) *iRead* (online resource) - Rigby Readers with matching Take and Teach Lessons - Start Right Readers - Tabletop Minilessons - Pintables - Know It, Show It (printable) - Focal Texts (Writer's Workshop) - Writers Notebook **Additional Amistad Resources:** - https://nj.gov/education/amistad/resources/literacy.pdf	**Writing Workshop** **Writing Form** - Opinion Essay **Focal Text** *Big Bad Bubble* by Adam Rubin **Grammar Minilessons** Review **Amistad Activities:** *Mae Jemison – Reach for the Stars* (Module 10, Week 1), *Wilma Rudolph* (Module 10, Week 1) - Additional activities found in ***The Amistad Commission's Literacy Components for Primary Grades*** (NJDOE)
District/School Supplementary Resources	
Read Works: https://www.readworks.org/ newsela: https://newsela.com/ Freckle: https://www.freckle.com/ela/ Dogo News: https://www.dogonews.com/ Reading Bear: http://www.readingbear.org/ ABCya: https://www.abcya.com/	Starfall: https://www.starfall.com/h/ FunEnglishGames.com: http://www.funenglishgames.com/ Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html Quill: https://www.quill.org/ Brainpop: https://www.brainpop.com/ **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/
District/School Writing Tasks	

Primary Focus	Secondary Focus	Routine Writing
Module 10: Informational Text *Biographical Essay* **Module 11**: Opinion *Opinion Letter* **Module 12**: Opinion *Opinion Essay*	- Narrative Writing - Response to Text - Inquiry & Research Projects	- Response to Text - myBook - Writing Prompts - Literacy Centers - Listening & Reading Logs - Annotate the Text - Response Journal

Unit 4 Grade 1

		o Inquiry & Research Projects
District Requirement: *Complete one process piece for Unit/MP 4 for district writing portfolio.* *State Requirement: Complete one piece of opinion, narrative, and routine writing.*		

Instructional Best Practices and Exemplars	

Instructional Best Practices		Exemplars
• Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Differentiated Instruction	• Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction	• https://www.readingrockets.org/strategies#skill1042 • http://www.readwritethink.org/ • https://www.noredink.com/ • https://eleducation.org/

9.1 Personal Financial Literacy - Income and Careers , 9.2 Career Awareness, Exploration, and Preparation - Career Awareness, 9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.Civics CM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).9

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Unit 4 Grade 1
Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Modeling and guided practice
o Targeted phonics practice
o Targeted Phonological Awareness Instruction
o Scaffolding strategies
o Shortened assignments
o Extend time as needed
o Read directions aloud
o Repeat, rephrase and clarify directions

o Provide graphic organizers
o Verbalize before writing
o Provide sentence starters
o Use technology i.e. Chromebooks and iPads
o Provide consistent structured routine
o Provide simple and clear classroom rules
o Provide frequent feedback
o Provide support staff as needed
o Assist w/ organization
o Recognize success
o Modify testing format
o Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

o Small group instruction
o Audio books
o Text-to-speech platforms
o Leveled texts
o Extended time as needed
o Read directions aloud
o Assist with organization
o Use of technology i.e. Chromebooks and iPads

o Emphasize/highlight key concepts
o Provide timelines for work completion
o Break down multi-step tasks into smaller chunks
o Provide copy of class notes
o Graphic organizers
o Sentence Starters
o Targeted phonics practice
o Targeted Phonological Awareness Instruction

Unit 4 Grade 1	
English Language Learners	**Modifications for Gifted Students**

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☑ Listening ☑ Speaking ☑ Reading ☑ Writing ☑ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic organizers
• Background knowledge experience
• Vocabulary (cognates) exposure
• Fluency strategies
• Targeted phonics practice
• Additional SIOP Strategies as described in the following book:
  o *Making Content Comprehensible for English Language Learners: The SIOP Model*
  o *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Unit 4 Grade 1
Interdisciplinary Connections

Science:
NJSLS 1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (Module 11, Week 2)
Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (Module 10)
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. (Module 10)
Arts:
NJSLS 1.1.2.C.3: Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. (Module 10, Creativity Corner)

Integration of Technology Standards NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.