

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Reading	Grade Level(s): First Grade
Department: Humanities	Credits: N/A
BOE Adoption Date: September 2021	Revision Date(s): 6/20/2019, 6/22/2021

Course Description

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade 1 ELA curriculum are designed with this in mind. Skills and strategies will be developed and reinforced through differentiated instruction and focus on developing phonological awareness, decoding words, fluent reading, vocabulary development, and comprehension while reading a variety of text genres. Students will be exposed to increasingly complex and varied texts over the course of the school year. This curriculum follows a Reader's Workshop approach, including instructional contexts such as: Interactive Read Aloud, Mini-Lesson, Guided Reading, and Independent Reading. Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law</p> <p>O=Diversity & Inclusion Law</p> <p><>=Holocaust</p> <p>+ =LGBT and Disabilities Law</p> <p>*=AAPI (Asian American and Pacific Islanders)</p> <p>\$=Financial Literacy</p> <p>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: 1st grade Reading

Prerequisite(s): Kindergarten Reading

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1	Trimester 1 60 days September - November	<p>Primary Standards</p> <ul style="list-style-type: none"> ● RL.1.1 ● RL.1.2 ● RL.1.3 ● RL.1.5 ● RL.1.6 ● RL.1.7 ● RL.1.9 ● RI.1.1 ● RI.1.2 ● RI.1.7 ● RF.1.2.b-d ● RF.1.3.a, b ● RF.1.4.a, c ● SL.1.1.a-c ● SL.1.2 ● SL.1.3 ● SL.1.4 ● SL.1.5 ● L.1.1.a, j <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.1.4 ● RL.1.10 ● RI.1.4 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about key details ● Retell stories and demonstrate understanding of central message or theme ● Describe characters, settings, and major events in a story ● Explain differences between books that tell stories and books that give information ● Identify who is telling the story ● Use illustrations and details to describe characters, settings, or events ● Compare and contrast characters ● Identify the main topic and retell key details ● Use illustrations and details to describe key ideas ● Orally blend sounds, 	<p>Reading Mini Lesson:</p> <ul style="list-style-type: none"> ● Working together in the classroom ● Use the classroom library for independent reading ● Engage in classroom literacy work ● Think and talk about books ● Use a reader’s notebook ● Study authors and illustrators ● Understand characters and their feelings ● Write about fiction in a reader’s notebook ● Participate in book clubs ● Monitor, search, and self-correct ● Study fiction and nonfiction <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Use background knowledge of content to understand the problems and events of fiction texts ● Understand the setting for a

		<ul style="list-style-type: none"> ● RI.1.5 ● RI.1.6 ● RI.1.9 ● RI.1.10 ● RF.1.1.a ● RF.1.2.a ● RF.1.3.c-e ● RF.1.4.b ● SL.1.6 ● L.1.1.b-i ● L.1.2.a-e ● L.1.4.a-c ● L.1.5.a-d ● L.1.6 ● W.1.1 ● W.1.5 ● W.1.8 	<p>including consonant blends</p> <ul style="list-style-type: none"> ● Isolate and pronounce sounds in spoken words ● Segment spoken words into phonemes ● Know the spelling-sound correspondences for consonant digraphs ● Decode regularly spelled one-syllable words ● Read grade level text with purpose and understanding ● Use context to confirm or self-correct ● Participate in conversations about grade 1 topics and texts ● Ask and answer questions about a text read aloud ● Ask and answer questions about what a speaker says ● Describe people, places, things, and events ● Add drawings to descriptions ● Print all upper and lowercase letters ● Produce and expand complete simple and compound sentences in response to prompts 	<p>story and infer why it is important</p> <ul style="list-style-type: none"> ● Notice and understand when a problem is solved ● Understand the difference between realistic characters and those that appear in fantasy ● Notice a writer’s choice of interesting words ● Understand the meaning of words representing all parts of speech when listening to a story ● Notice how the tone of a book is created by the illustrator’s choice of colors and how it changes when the illustrator shifts colors ● Use evidence from the text to support predictions ● Follow and understand nonfiction texts with clearly defined overall structure and simple categories ● Follow arguments in a persuasive text ● Notice a writer’s choice of interesting words ● Use some academic language to talk about fiction and nonfiction genres, forms, literary
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				<p>features, and book and print features</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Drop finger pointing when confident in reading a text but occasionally bring it back to monitor or confirm when encountering difficulty (D) ● Use two or more sources of information, understanding of dialogue, and knowledge from pictures to self-monitor and self-correct (D) ● Summarize the problem in a simple story and talk about the solution (D) ● Identify new knowledge gained when reading a text (D) ● Notice that illustrations add to important story action and the ideas and information in a text (D) ● Self-correct close to the point of error (E) ● Say a word and predict its first letter (E) ● Say a word slowly to identify the sounds in a word (E) ● Notice a writer's use of humorous words or
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				<p>onomatopoeic words and talk about how they add to the action (E)</p> <ul style="list-style-type: none"> ● Adjust reading to show awareness of sentence variety (F) ● Make predictions based on knowledge, personal experience and experience with texts (F) ● Recognize that the people and animals in a story are called characters (F) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Draw and write about everyday actions noticed in a text ● Provide evidence from the text or from personal experience to support written statements about a text ● Formulate opinions about authors and illustrators and use writing to state why ● Identify the setting for a story and why it is important ● Infer and describe a character's intentions, feelings, and motivations by drawing or writing ● Notice and write about elements of writer's craft,
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				<p>choice of interesting words, or use of repetition and rhythm</p> <ul style="list-style-type: none"> ● Form and record questions in response to important information <p>Foundations:</p> <ul style="list-style-type: none"> ● Use correct letter formations (Unit 1) ● Produce all letter names, keywords, and sounds: short vowels and consonants (Unit 1) ● Sound manipulation (Unit 2) ● Blend, read, segment, and spell 3-sound short vowel words (Unit 2) ● Produce consonant digraph keywords and sounds: sh, ch, th, wh, ck (Unit 3) ● Apply spelling of ck at end of words (Unit 3) ● Apply bonus letter spelling rule: ff, ll, ss, zz (Unit 4) ● Produce glued sound: all (Unit 4) ● Produce glued sound: am, an (Unit 5)
Unit 2	Trimester 2 60 days December - March	Primary Standards <ul style="list-style-type: none"> ● RL.1.1 ● RL.1.2 ● RL.1.3 	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions about key details ● Retell stories and 	Reading Mini Lesson: <ul style="list-style-type: none"> ● Solve words using a variety of strategies ● Know characters inside and

		<ul style="list-style-type: none"> ● RL.1.4 ● RL.1.5 ● RL.1.6 ● RL.1.7 ● RI.1.1 ● RI.1.2 ● RI.1.4 ● RI.1.7 ● RI.1.8 ● RI.1.9 ● RF.1.2.a, b ● RF.1.3.a, b ● RF.1.4.b, c ● SL.1.1.a-c ● SL.1.4 ● SL.1.6 <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.1.9 ● RL.1.10 ● RI.1.10 ● RF.1.1.a ● RF.1.2.c-d ● RF.1.3.c-e ● RF.1.4.a ● SL.1.1.a-c ● SL.1.2 ● SL.1.5 ● L.1.1.a-j ● L.1.2.a-e ● L.1.4.a, c ● L.1.5.a-d ● L.1.6 	<p>demonstrate understanding of central message or theme</p> <ul style="list-style-type: none"> ● Describe characters, settings, and major events in a story ● Identify words and phrases that suggest feelings or appeal to the senses ● Explain differences between books that tell stories and books that give information ● Identify who is telling the story ● Use illustrations and details to describe characters, settings, or events ● Identify the main topic and retell key details ● Ask and answer questions to determine or clarify meaning of words or phrases ● Use illustrations and details to describe key ideas ● Identify the reasons an author gives to support points in a text and explain the application of this information ● Identify similarities and differences between two texts on the same topic 	<p>out</p> <ul style="list-style-type: none"> ● Understand simple plot: problem and solution ● Use a reader’s notebook ● Engage in classroom literacy work ● Maintain fluency while reading ● Study nonfiction ● Writing about nonfiction books in a reader’s notebook ● Study authors and illustrators ● Give a book talk ● Write opinions about books ● Analyze the way writers play with language ● Look closely at print ● Think about the author’s purpose ● Think about the author’s message <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Use background knowledge of content to understand the problems and events of fiction texts ● Understand the setting for a story and infer why it is important ● Notice and understand when a problem is solved
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		<ul style="list-style-type: none"> ● W.1.1 ● W.1.5 ● W.1.8 	<ul style="list-style-type: none"> ● Distinguish long from short vowels ● Orally produce words by blending sounds, including consonant blends ● Know the spelling-sound correspondences for consonant digraphs ● Decode regularly spelled 1-syllable words ● Read grade level text orally with accuracy, appropriate rate, and expression ● Use context to confirm or self-correct ● Ask and answer questions about what a speaker says ● Describe people, places, things, and events ● Produce complete sentences 	<ul style="list-style-type: none"> ● Understand the difference between realistic characters and those that appear in fantasy ● Notice a writer’s choice of interesting words ● Understand the meaning of words representing all parts of speech when listening to a story ● Notice how the tone of a book is created by the illustrator’s choice of colors and how it changes when the illustrator shifts colors ● Use evidence from the text to support predictions ● Follow and understand nonfiction texts with clearly defined overall structure and simple categories ● Follow arguments in a persuasive text ● Notice a writer’s choice of interesting words ● Use some academic language to talk about fiction and nonfiction genres, forms, literary features, and book and print features <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Search for information in
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				<p>sentences (both statements and questions) with phrases or clauses (some subordinate) (G)</p> <ul style="list-style-type: none"> ● Understand some content-specific words introduced, explained, and illustrated in the context (G) ● Recognize language that speaks directly to the reader: e.g., you, your (G) ● Think analytically about graphics (diagrams) and how they show information (G) ● Read many compound words (H) ● Summarize information in the text, selecting the information that is important (H) ● Make predictions based on knowledge from personal experiences, from reading, and from text structures (H) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Draw and write about everyday actions noticed in a text ● Provide evidence from the text or from personal experience to support written statements about a text
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				<ul style="list-style-type: none"> ● Formulate opinions about authors and illustrators and use writing to state why ● Identify the setting for a story and why it is important ● Infer and describe a character’s intentions, feelings, and motivations by drawing or writing ● Notice and write about elements of writer’s craft, choice of interesting words, or use of repetition and rhythm ● Form and record questions in response to important information <p>Foundations:</p> <ul style="list-style-type: none"> ● Spell words with suffix -s (Unit 6) ● Plural nouns (Unit 6) ● Produce glued sounds: ang, ing, ong, ung, ank, ink, onk, unk (Unit 7) ● Blend, read, segment, and spell words with ng and nk (Unit 7) ● Spell words with consonant blends and digraph blends (Unit 8) ● Blend, read, segment, and spell words with 4 sounds, including suffix -s (Unit 8)
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				<ul style="list-style-type: none"> ● Identify closed syllables with short vowels (Unit 9)
Unit 3	Trimester 3 60 days April - June	Primary Standards <ul style="list-style-type: none"> ● RL.1.3 ● RL.1.4 ● RL.1.5 ● RL.1.7 ● RL.1.9 ● RI.1.1 ● RI.1.2 ● RI.1.3 ● RI.1.4 ● RI.1.5 ● RI.1.6 ● RI.1.7 ● RI.1.8 ● RI.1.9 ● RF.1.2.a, b ● RF.1.3.a-e ● L.1.4.b Secondary Standards <ul style="list-style-type: none"> ● RL.1.1 ● RL.1.2 ● RL.1.10 ● RI.1.10 ● RF.1.1.a ● RF.1.2.c-d ● RF.1.4.a-c ● SL.1.1.a-c ● SL.1.2 ● SL.1.3 	Students will be able to: <ul style="list-style-type: none"> ● Describe characters, settings, and major events in a story ● Identify words and phrases that suggest feelings or appeal to the senses ● Explain differences between books that tell stories and books that give information ● Use illustrations and details to describe characters, settings, or events ● Compare and contrast characters ● Ask and answer questions about key details in a text ● Identify the main topic and retell key details ● Describe the connection between two individuals, events, ideas, or pieces of information ● Ask and answer questions to determine or clarify meaning of words or phrases ● Know and use text features to locate information ● Distinguish between 	Reading Mini Lesson: <ul style="list-style-type: none"> ● Study folktales ● Study authors and illustrators ● Think about where stories take place ● Notice text resources ● Look closely at illustrations ● Analyze the writer’s craft ● Notice how authors organize nonfiction ● Learning information from illustrations and graphics ● Use text features to gain information ● Understand realistic fiction vs. fantasy ● Understand that characters can change Interactive Read Aloud: <ul style="list-style-type: none"> ● Use background knowledge of content to understand the problems and events of fiction texts ● Understand the setting for a story and infer why it is important ● Notice and understand when a problem is solved ● Understand the difference

		<ul style="list-style-type: none"> ● SL.1.4 ● SL.1.5 ● SL.1.6 ● L.1.1.a-j ● L.1.2.a-e ● L.1.4.a, c ● L.1.5.a-d ● L.1.6 ● W.1.1 ● W.1.5 ● W.1.8 	<p>information provided by pictures or other illustrations and information provided by words in a text</p> <ul style="list-style-type: none"> ● Use illustrations and details to describe key ideas ● Identify the reasons an author gives to support points in a text and explain the application of this information ● Identify similarities and differences between two texts on the same topic ● Distinguish long from short vowels in spoken words ● Orally produce words by blending sounds, including consonant blends ● Know the spelling-sound correspondences for consonant digraphs ● Decode one-syllable words ● Know final -e and common vowel team conventions for long vowel sounds ● Distinguish long and short vowels when reading one-syllable words ● Decode two-syllable words by using syllables and knowledge that every syllable has a vowel sound 	<p>between realistic characters and those that appear in fantasy</p> <ul style="list-style-type: none"> ● Notice a writer’s choice of interesting words ● Understand the meaning of words representing all parts of speech when listening to a story ● Notice how the tone of a book is created by the illustrator’s choice of colors and how it changes when the illustrator shifts colors ● Use evidence from the text to support predictions ● Follow and understand nonfiction texts with clearly defined overall structure and simple categories ● Follow arguments in a persuasive text ● Notice a writer’s choice of interesting words ● Use some academic language to talk about fiction and nonfiction genres, forms, literary features, and book and print features <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Use organizational tools to search for information: e.g.,
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			<ul style="list-style-type: none"> ● Use affixes and inflection as a clue to the meaning of a word 	<p>title, some headings (I)</p> <ul style="list-style-type: none"> ● Sustain momentum through an entire short text or a beginning chapter book, making significant progress daily (I) ● Recognize that a text can have minimal illustrations (I) ● Notice parts of words and connect them to other words to solve them (J) ● Solve words rapidly while processing continuous text and with minimum overt self-correction (J) ● Read both orally and silently at a rate that reflects fluent processions but also maintains comprehension and accuracy (J) ● Talk about important information in organized summary form after reading (J) ● Understand what distinguishes fiction from nonfiction (J) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Draw and write about everyday actions noticed in a text ● Provide evidence from the text or from personal
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				<p>experience to support written statements about a text</p> <ul style="list-style-type: none"> ● Formulate opinions about authors and illustrators and use writing to state why ● Identify the setting for a story and why it is important ● Infer and describe a character’s intentions, feelings, and motivations by drawing or writing ● Notice and write about elements of writer’s craft, choice of interesting words, or use of repetition and rhythm ● Form and record questions in response to important information <p>Foundations:</p> <ul style="list-style-type: none"> ● Blend, read, segment, and spell words with five sounds, including suffix -s (Unit 10) ● Add suffix -ed and -ing (Unit 10) ● Read and write vowel-consonant-e one-syllable words (Unit 11) ● Produce long vowel sounds (Unit 11) ● Apply the concept of syllable in multisyllabic words (Unit
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				<ul style="list-style-type: none"> 12) • Apply syllable division rules (Unit 12) • Read and spell words with two closed syllables or closed and v-e syllables (Unit 12) • Add suffix -s, -ing, -ed to multisyllabic words (Unit 13) • Add suffix -es to base words with closed syllables (Unit 13) • Know and apply all word structure concepts when reading and writing (Unit 14)
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Instructional Unit Map			
Course Title: 1st Grade Reading			
Unit Title	Unit 1		Start Date: September - November
			Length of Unit: 60 days - Trimester 1
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details,	Learning Goals	Students will be able to: <ul style="list-style-type: none"> • Ask and answer questions about key details • Retell stories and demonstrate understanding of central message or theme • Describe characters, settings, and major events in a story • Explain differences between books that tell stories and books that give information

	<p>and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.</p> <p>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.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p>		<ul style="list-style-type: none"> ● Identify who is telling the story ● Use illustrations and details to describe characters, settings, or events ● Compare and contrast characters ● Identify the main topic and retell key details ● Use illustrations and details to describe key ideas ● Orally blend sounds, including consonant blends ● Isolate and pronounce sounds in spoken words ● Segment spoken words into phonemes ● Know the spelling-sound correspondences for consonant digraphs ● Decode regularly spelled one-syllable words ● Read grade level text with purpose and understanding ● Use context to confirm or self-correct ● Participate in conversations about grade 1 topics and texts ● Ask and answer questions about a text read aloud ● Ask and answer questions about what a speaker says ● Describe people, places, things, and events ● Add drawings to descriptions ● Print all upper and lowercase letters ● Produce and expand complete simple and compound sentences in response to prompts
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	<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>RF.1.3.b Decode regularly spelled one-syllable words.</p> <p>RF.1.4.a Read grade-level text with</p>		
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	<p>purpose and understanding.</p> <p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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).</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		
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	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.1.a Print all upper- and lowercase letters.</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>Secondary Standards RL.1.4 Identify words</p>		
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	<p>and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between</p>		
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	<p>two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</p> <p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2.a Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.c-e Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4.b Read grade-level text orally</p>		
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	<p>with accuracy, appropriate rate, and expression.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1.b-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4.a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5.a-d With guidance and support from adults,</p>		
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	<p>demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>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.</p> <p>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</p>		
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	<p>strengthen writing and ideas as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>								
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<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● Sight word assessment ● Foundations Assessments ● Phonemic Awareness Assessments (Heggerty) ● Starting Position (background knowledge) 		
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<p>Differentiated Instructional Methods:</p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 	<ul style="list-style-type: none"> ● Reader’s Notebook ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes ● Interactive sight word notebook ● Choice of learning station ● Choice of activity format
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: question, answer, details, events, differences, stories, information, illustrations, compare, contrast, context, self-correct, descriptions, author, illustrator, problems, solutions, infer, tone, evidence</p> <p>Tier III: central message, theme, character, setting, fiction, nonfiction, literary features, vowel, consonant, digraph</p>	

<p>Integration of Technology SAMR</p>	<p>S - Reader’s response or worksheet in Seesaw or Google Docs; EPIC or other website for reading texts; Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Teacher will use comment features in Google Docs or Seesaw for feedback; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students create an Imovie giving a book talk or review; Students publish their work online</p>
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Science (2020)</p> <ul style="list-style-type: none"> • 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. • 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) • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

	<p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community. • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives • 9.4.2.CI.2: Demonstrate originality and inventiveness in work • 9.4.2.CT.3: Use a variety of types of thinking to solve problems • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments • 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 • 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 • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes Skills</p>	
	<ul style="list-style-type: none"> ● Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. AO* ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-direction ● Social and Cross-cultural skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy

	<p>knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p>	
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 1st Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) AO* ● Reading Mini Lesson book (FPC) ● Foundations Manual ● Guided Reading Leveled Texts/lesson cards (FPC) AO* ● Other leveled texts (Scholastic, EPIC, etc.) AO* ● Reader's Notebook ● Classroom Library AO* ● Foundations Materials (Online Resources, Alphabet pocket chart, Magnetic Letter boards, Large Sound Cards) 	

Instructional Unit Map

Course Title: 1st Grade Reading

Unit Title	Unit 2	Start Date:	December - March
Unit Title		Length of Unit:	60 days - Trimester 2
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major event(s) in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions about key details ● Retell stories and demonstrate understanding of central message or theme ● Describe characters, settings, and major events in a story ● Identify words and phrases that suggest feelings or appeal to the senses ● Explain differences between books that tell stories and books that give information ● Identify who is telling the story ● Use illustrations and details to describe characters, settings, or events ● Identify the main topic and retell key details ● Ask and answer questions to determine or clarify meaning of words or phrases ● Use illustrations and details to describe key ideas ● Identify the reasons an author gives to support points in a text and explain the application of this information ● Identify similarities and differences between two texts on the same topic ● Distinguish long from short vowels ● Orally produce words by blending sounds, including consonant blends ● Know the spelling-sound correspondences for

	<p>range of text types.</p> <p>RI.1.6 Identify who is telling the story at various points in a text.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 . Identify the reasons an author gives to support points in a text and explain the application of this information with</p>		<p>consonant digraphs</p> <ul style="list-style-type: none"> ● Decode regularly spelled 1-syllable words ● Read grade level text orally with accuracy, appropriate rate, and expression ● Use context to confirm or self-correct ● Ask and answer questions about what a speaker says ● Describe people, places, things, and events ● Produce complete sentences
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	<p>prompting as needed.</p> <p>RI.1.9 Identify basic similarities in and differences between the two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>RF.1.3.b Decode regularly spelled one-syllable words.</p> <p>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and</p>		
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	<p>expression.</p> <p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>Secondary Standards</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and</p>		
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	<p>support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10 With prompting and support, read informational texts at grade level text complexity or above</p> <p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2.c-d Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.c-e Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
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	<p>RF.1.4.a Read grade-level text with purpose and understanding.</p> <p>SL.1.1.a-c Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.1.a-j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.a-e Demonstrate command of the</p>		
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	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4.a, c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5.a-d With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</p>		
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	<p>(e.g., <i>because</i>).</p> <p>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.</p> <p>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.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What strategies can I use to solve unknown words? ● How does understanding story structure help with comprehension? ● How can we engage in classroom literacy work? 		

	<ul style="list-style-type: none"> ● How can we share our thinking about books? ● What do good readers do? ● How does understanding genre help comprehension? ● How does retelling help us to better understand a story? ● How are visuals connected to text? ● How do authors and illustrators tell a story? ● What is the author's purpose and/or message in a story? ● How do authors play with language? 					
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Social Studies (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ^O*
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)
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Computer Science and Design Thinking (2020)

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

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments
- 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
- 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
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

21 st Century Themes/Skills P21 Framework	Themes		Skills
	<ul style="list-style-type: none"> ● Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. AO* ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-direction ● Social and Cross-cultural skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy 	
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	<ul style="list-style-type: none"> ● Guided Reading Leveled Texts/lesson cards (FPC) AO* ● Other leveled texts (Scholastic, EPIC, etc.) AO* ● Reader's Notebook ● Classroom Library AO* ● Foundations Materials (Online Resources, Alphabet pocket chart, Magnetic Letter boards, Large Sound Cards)
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Instructional Unit Map			
Course Title: 1st Grade Reading			
Unit Title	Unit 3	Start Date:	April - June
Unit Title		Length of Unit:	60 days - Trimester 3
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.1.3 Describe characters, settings, and major event(s) in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Describe characters, settings, and major events in a story ● Identify words and phrases that suggest feelings or appeal to the senses ● Explain differences between books that tell stories and books that give information ● Use illustrations and details to describe characters, settings, or events ● Compare and contrast characters ● Ask and answer questions about key details in a text ● Identify the main topic and retell key details ● Describe the connection between two individuals,

	<p>and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossary,</p>		<p>events, ideas, or pieces of information</p> <ul style="list-style-type: none"> ● Ask and answer questions to determine or clarify meaning of words or phrases ● Know and use text features to locate information ● Distinguish between information provided by pictures or other illustrations and information provided by words in a text ● Use illustrations and details to describe key ideas ● Identify the reasons an author gives to support points in a text and explain the application of this information ● Identify similarities and differences between two texts on the same topic ● Distinguish long from short vowels in spoken words ● Orally produce words by blending sounds, including consonant blends ● Know the spelling-sound correspondences for consonant digraphs ● Decode one-syllable words ● Know final -e and common vowel team conventions for long vowel sounds ● Distinguish long and short vowels when reading one-syllable words ● Decode two-syllable words by using syllables and knowledge that every syllable has a vowel sound ● Use affixes and inflection as a clue to the meaning of a word
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	<p>electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9 Identify basic similarities in and differences between the two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p>		
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	<p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>RF.1.3.b Decode regularly spelled one-syllable words.</p> <p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.d Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>		
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	<p>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.</p> <p>Secondary Standards</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>RI.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above</p> <p>RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</p> <p>RF.1.1.a Recognize the</p>		
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	<p>distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2.c-d Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.4.a-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.1.1.a-c Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer</p>		
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	<p>questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1.a-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.a-e Demonstrate command of the conventions of standard English</p>		
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	<p>capitalization, punctuation, and spelling when writing.</p> <p>L.1.4.a, c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5.a-d With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>W.1.1 Write opinion pieces in which they</p>		
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	<p>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.</p> <p>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.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does understanding genre help comprehension? ● How do authors and illustrators tell a story? ● How do illustrations and graphics help understanding? ● How can I use the text features to understand nonfiction text? ● How can I use the graphic features to understand nonfiction text? ● What influences a character? ● How does understanding genre help comprehension? 		

	<ul style="list-style-type: none"> ● How can I find the main idea of a text? ● What are the key details in a story? ● How is information related in a story? 					
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1"> <thead> <tr> <th data-bbox="560 310 982 386">Formative</th> <th data-bbox="982 310 1514 386">Summative</th> <th data-bbox="1514 310 1925 386">Alternative</th> </tr> </thead> </table>			Formative	Summative	Alternative
	Formative	Summative	Alternative			
<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader’s Notebook ● Student Self-Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 	<ul style="list-style-type: none"> ● Sight Word assessment ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader’s Notebook ● Cold reads ● Common Summative Assessment ● Foundations Unit Tests 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Sight word collage ● Group presentation ● Book Reports 				

<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● Sight word assessment ● Foundations Assessments ● Phonemic Awareness Assessments (Heggerty) ● Starting Position (background knowledge)
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader's Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading) ● Flexible/Strategic grouping

Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<p>Instructional</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group instruction ● Consistent Lesson Structure ● Graphic Organizers ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions ● Classroom buddy ● Leveled text ● Allow oral responses 	<p>Instructional</p> <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure ● Graphic Organizers ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions ● Leveled text ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Vary test format ● Highlight/ underline key words ● Chunk sections ● Additional Time ● Reword / clarify test directions 	<p>Instructional</p> <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards ● Independent study/ Sidebar studies ● Peer leader/helper ● Literature Circles <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format

	<p>examples/ directions</p> <ul style="list-style-type: none"> ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Oral Prompts/ Cues ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Multiple choice format ● Use native language for directions if available ● Reword / clarify test directions ● Read test aloud 	<ul style="list-style-type: none"> ● Sentence Frames ● Provide examples, notes or study guide ● Monitor on-task behavior ● Frequently check for understanding ● Read texts aloud (if appropriate) ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Varied test format / level of complexity ● Provide/ allow use of study guide ● Reword / clarify test directions 		
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	<ul style="list-style-type: none"> ● Highlight/underline key words ● Additional Time ● Accept short answers 	<ul style="list-style-type: none"> ● Read test aloud (if appropriate) ● Highlight/underline key words ● Additional Time ● Accept short answers ● Allow retakes ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives 		<ul style="list-style-type: none"> ● Reader’s Notebook ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes ● Interactive sight word notebook ● Choice of learning station ● Choice of activity format 	

	<ul style="list-style-type: none"> ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology ● 1-to-1 conferencing 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: events, feelings, similarities, differences, illustrations, details, compare, contrast, connection, reasons, authors, illustrators, graphics, infer, problem, solution, tone, evidence</p> <p>Tier III: character, setting, text features, folktales, realistic fiction, fantasy, fiction, nonfiction, suffix, syllable, long vowel</p>	
<p>Integration of Technology SAMR</p>	<p>S - Reader’s response or worksheet in Seesaw or Google Docs; EPIC or other website for reading texts; Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Teacher will use comment features in Google Docs or Seesaw for feedback; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students create an Imovie giving a book talk or review; Students publish their work online</p>	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Science (2020)</p> <ul style="list-style-type: none"> ● 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. ● 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 	

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. **AO***
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
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- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Computer Science and Design Thinking (2020)

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

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