

Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 3 Week 5: From Farm to Table
2	Start Smart	22	Unit 3 Week 6: Review/Extend/Assess
3	Start Smart	23	Unit 4 Week 1: Animal Features
4	Unit 1 Week 1: At School	24	Unit 4 Week 2: Animals Together
5	Unit 1 Week 2: Where I Live	25	Unit 4 Week 3: In the Wild
6	Unit 1 Week 3: Our Pets	26	Unit 4 Week 4: Insects!
7	Unit 1 Week 4: Let's Be Friends	27	Unit 4 Week 5: Working with Animals
8	Unit 1 Week 5: Let's Move	28	Unit 4 Week 6: Review/Extend/Assess
9	Unit 1 Week 6: Review/Extend/Assess	29	Unit 5 Week 1: See It, Sort It
10	Unit 2 Week 1: Jobs Around Town	30	Unit 5 Week 2: Up in the Sky
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2 Week 2: Buildings All Around	31	Unit 5 Week 3: Great Inventions
12	Unit 2 Week 3: A Community in Nature	32	Unit 5 Week 4: Sounds All Around
13	Unit 2 Week 4: Let's Help	33	Unit 5 Week 5: Build It!
14	Unit 2 Week 5: Follow the Map	34	Unit 5 Week 6: Review/Extend/Assess
15	Unit 2 Week 6: Review/Extend/Assess	35	Unit 6 Week 1: Taking Action
16	Unit 2 Week 6: Review/Extend/Assess	36	Unit 6 Week 2: My Team
17	Unit 3 Week 1: What Time Is It?	37	Unit 6 Week 3: Weather Together
18	Unit 3 Week 2: Watch It Grow!	38	Unit 6 Week 4: Sharing Traditions
19	Unit 3 Week 3: Tales Over Time	39	Unit 6 Week 5: Celebrate America!
20	Unit 3 Week 4: Now and Then	40	Unit 6 Week 6/Review/Extend/Assess

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 and Tier 3 Intervention, Reader's Theater, Research and Inquiry Projects, Project Presentations, Unit Assessments, Level Up Assessments, Oral Reading Fluency Assessments, and/or other activities.

Time Frame	2 weeks
Topic	
Start Smart	
Essential Questions	
<ul style="list-style-type: none">● What do I need to grow into a critical reader, writer, and thinker?	
Enduring Understandings	
<ul style="list-style-type: none">● In order to grow as a critical reader, writer, and thinker, I must understand<ul style="list-style-type: none">○ readers read from left to right and from the top to the bottom of the page.○ to read fluently, readers must be able to read high frequency words quickly and accurately.○ words can be segmented into syllables.○ sentences are made up of a group of related words. Sentences begin with capital letters and end with a punctuation mark.○ made-up stories are called fiction. They have characters and a beginning, middle, and end.○ details give important information in a story.○ good readers stop and ask themselves questions as they listen to a story.○ letters have sounds and blended together these sounds make words.○ selections that give facts are called informational text. This is a type of nonfiction.○ words that end in the same sounds are called rhyming words.○ readers can make text connections to themselves, other texts, and the world.○ the titles of a story can help us figure out what it might be about.○ good readers reread to understand a story.○ quotation marks tell the exact words that someone says.○ visualizing can help you understand what happens in a story.	
Alignment to NJSL	
<u>English Language Arts</u>	
<i>Reading:</i>	
<ul style="list-style-type: none"><input type="checkbox"/> RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.<ul style="list-style-type: none"><input type="checkbox"/> A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).<input type="checkbox"/> 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.<ul style="list-style-type: none"><input type="checkbox"/> B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<input type="checkbox"/> C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<input type="checkbox"/> D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).<input type="checkbox"/> RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none"><input type="checkbox"/> B. Decode regularly spelled one-syllable words.<input type="checkbox"/> RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g.,	

in illustrations, descriptions, or procedures).

Writing:

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

Speaking and Listening:

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

Social Studies

- ❑ SOC.6.1.P.A.1 - [*Cumulative Progress Indicator*] - Demonstrate an understanding of rules by following most classroom routines.
- ❑ SOC.6.3.4.A.1 - [*Cumulative Progress Indicator*] - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Science

- ❑ 1-LS1-2 - [*Performance Expectation*] - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Key Concepts and Skills

Reading Literature/Informational Text

Students will

- 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).

Reading Foundational Skills

Students will

- 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.
- 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.
- 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.

Writing

Students will

- introduce a topic
- express an opinion on a topic
- include a reason to support the opinion
- include a closing statement or section
- discern fact from opinion.
- introduce a topic that is well known.
- include some facts about a topic
- write a closing statement.

Speaking and Listening

Students will

- 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.

Learning Activities

Reading Literature/Informational Text

- Listening Comprehension
 - Text Connections-Make Connections, Engage in Collaborative Conversations

Reading Foundational Skills

- Build Background-Oral Language-Daily Warm-Up
- Concepts of Print (Directionality, Concept of a Sentence, Concept of a Word, Book Handling, Capitalization, End Punctuation, Word Spaces, Parts of a Book, Periods, Pronoun *I*, Return Sweep, Title Page, Print-to-Speech Match, Word Length, Sentence Boundaries, Quotation Marks, Italics, Repetition of Letters, Sound-Letter Correspondence, Sentence Lengths,
- Word Work
 - Phonemic Awareness-Phoneme Identity, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation,
 - Phonological Awareness-Onset and Rime, Syllable Segmentation, Rhyme
 - Phonics-introduce /m/m,/s/s, Short *a*, /p/p, /t/t, /n/n, /r/r, Short *i*, /k/c, /f/f, Short *o*, /d/d, /h/h, Short *e*, /b/b, /l/l, /k/k, ck, Short *u*, /g/g, /w/w, /ks/x, /v/v, /kw/qu, /j/j, /y/y, /z/z
 - High Frequency Words:Read/Spell/Write Routine
 - I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was,

Speaking and Listening

- Listening Comprehension
 - Share the Rhyme-Build Background, Read the Selection, Respond
 - Read the Read Aloud
 - Genre (Fiction, Informational Text/Nonfiction)
 - Strategy: Ask and Answer Questions, Reread, Visualize,
 - Skill: Details
 - Respond to Literature

Writing

- Shared and Interactive Writing
 - Write About the Text-Brainstorm and write (use sentence frames)

Assessments

- Placement and Diagnostic Assessments may include...
 - Phonological Awareness Subtests
 - Phonemic Awareness Subtests
 - Leveled Passages
 - Phonics Survey
 - Inventory of Developmental Spelling
 - Sight Word Fluency
 - Letter Naming Fluency

Time Frame

6 weeks

Topic

Unit 1 Big Idea: Getting to Know Us

Essential Questions

What makes you special?**Week 1 Weekly Concept: At School**

- What do you do at your school?

Week 2 Weekly Concept: Where I Live

- What is it like where you live?

Week 3 Weekly Concept: Our Pets

- What makes a pet special?

Week 4 Weekly Concept: Let's Be Friends

- What do friends do together?

Week 5 Weekly Concept: Let's Move

- How does your body move?

Week 6 Review/Assess/Extend

- What makes you special?

Enduring Understandings

- We learn and study many special things at school.
- People live in many different kinds of places.
- All pets need to be cared for and are special for many reasons.
- Friends do many things together.
- We can move our bodies to do different things.

Alignment to NJSL**English Language Arts*****Reading:***

- 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.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Speaking and Listening:

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

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use end punctuation for sentences.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.

Social Studies

- SOC.6.3.4.A.1 - [*Cumulative Progress Indicator*] - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). (*Unit 1 Week 1*)
- SOC.6.1.4.B.CS2 - [*Content Statement*] - Places are jointly characterized by their physical and human properties. (*Unit 1 Week 2*)

- ❑ SOC.6.1.4.A.1 - [*Cumulative Progress Indicator*] - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. (*Unit 1 Week 4*)

Science

- ❑ 1-LS1-2 - [*Performance Expectation*] - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (*Unit 1 Week 3*)
- ❑ SCI.K-2-ETS1-2 - [*Performance Expectation*] - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (*Unit 1 Week 3*)

Technology

- ❑ TECH.8.1.2.B.1 - [*Cumulative Progress Indicator*] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- ❑ TECH.8.1.2.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

21st Century Life and Career Skills

- ❑ CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Key Concepts and Skills**Reading Literature**

Students will

- understand and determine what key details in the text are.
- recall key details in text.
- ask and answer questions about key details.
- ask and prompt who, what, where, when, why and how regarding details in the text.
- answer when prompted and use key details from the text.
- ask and answer questions about key details, with support.
- identify key details in a story.
- retell story in own words, capturing key details.
- explain story's central idea or message.

Reading Informational Text

Students will

- 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).
- 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.
- describe texts that are read, using various points (e.g., pictures, descriptions, etc).
- identify similarities and differences of two texts on the same topic.
- use various points of comparison (e.g., pictures, descriptions, etc).
- understand what key details are.
- determine what key details are.
- 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 text.
- ask and answer questions about key details, with support.
- identify key details of a text.
- retell texts in own words, capturing key details.
- identify main topic of the text.

Reading Foundational Skills

Students will

- 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.
- apply phonics when decoding words with short a.
- identify rhyming words.
- pronounce letter sounds at the beginning, middle, or end of a word, including the vowel sound in C-V-C words.
- use appropriate rate, expression, and inflection when reading text aloud.
- reread text to better understand what was read, when necessary.
- determine each phoneme of spoken one-syllable words.
- produce the letter sounds to make a one-syllable word.
- understand grade level text when reading.
- read grade level text aloud, making minimal errors.
- use appropriate self correction strategies to read words for understanding.

Writing

Students will

- discern facts from opinion.
- introduce a topic that is well known.
- include some facts about a topic.
- write a closing statement.
- 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.
- understand their role in shared projects.
- contribute to the project from beginning to end.
- use graphic organizers to aid in collaboration.
- use technology to create and publish writing, with support.
- use technology to collaborate with peers, with support.
- tell events in a sequence.
- describe events using details.
- use sequence words to show order of events.
- end with a closing sentence.

Speaking and Listening

Students will

- participate in a 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 questions when confused during a discussion.
- 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.
- 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 clarify and express ideas.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about experiences, feelings, emotions.
- use strategies for asking questions that are on topic.
- use strategies for understanding and answering questions asked of them.
- express thoughts and feelings and ideas in complete sentences.
- speak audibly to naturally express ideas.

Language

Students will

- consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation.
- identify common and proper nouns and provide examples of each.
- identify possessive nouns and provide examples.
- demonstrate knowledge of singular and plural nouns with matching verbs when writing or speaking.
- demonstrate sentence variety in speaking and writing.
- identify different types of end punctuation.
- apply knowledge of phonemic awareness and spelling conventions to spell untaught words.
- use strategies to determine the meaning of a word or phrase using context clues when reading grade level texts.

Learning Activities

Reading Literature

- Connect to essential question
- Strategy: Visualize the text
- Respond to the Text: Retelling and Fluency (Phrasing)
- Reread to develop fluency
- Identify key details in a story
- Identify author's craft: how do illustrations help you understand the story?
- Identify author's craft: how does punctuation help you understand the character?
- Identify author's craft: word choice
- Review story predictions/retell the selection
- Find text evidence from story for deeper understanding
- Make connections to story characters
- Identify and understand components of different genres: realistic fiction, fantasy
- Identify illustrator's craft: how do you know where the story takes place?
- Identify illustrator's craft: how does the illustration give information to help you understand story?
- Use words and illustrations to retell the story
- Identify author's craft: why is the title appropriate for the story?
- Identify author's craft: how do you know how the character feels in the story?
- Identify author's craft: what do exclamations in a sentence help us know?
- Ask and answer questions during story to help with understanding
- Identify author's craft: how does author use words to know how character is feeling?
- Identify rhyme in a poem
- Compare two texts for likenesses and differences

Reading Informational Text

- Connect to essential question

- Text feature: photographs gives information about the text, bold print helps find facts in story,
- Close reading: compare texts about school, where you live,
- Skill: pick out key details about importance of school rules
- Use pictures and words to think aloud and visualize what is happening
- Make connections to real world
- Text feature: illustrations and photographs have labels-words or phrases that name the things in them
- Strategy: ask and answer questions about the text
- Text feature: diagrams are pictures with labels that name parts of something and help us locate information

Reading Foundational Skills

- Concepts of Print (Book Handling, Track Print and Return Sweep, Labels, Special Text Treatments)
- Phonological Awareness
 - Alliteration
 - Contrast vowel sounds
 - Identify and generate rhyme
- Phonemic Awareness
 - Phoneme Isolation
 - Phoneme Blending
 - Phoneme Categorization
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
- Phonics
 - Introduce, blend, and build words with short *a*, short *i*, l-blends, short *o* , r-blends, s-blends
- Structural analysis
 - Inflectional Ending -s
 - Double final consonants
 - Plural Nouns -s
 - Alphabetical order
 - Possessives
- Read and perform Readers' Theatre with fluency and expression

Writing

- Increase writing fluency by responding to prompt.
- Write about the text.
- Revise writing prompts.
- Peer review writing and proofread/edit
- Final draft of writing to share
- Conduct short research on unit topic.
- Publish and present student writing.
- Use text evidence to respond in writing.
- Use text evidence and illustrations to make inferences.
- Use correct word order, punctuation and complete sentences.
- Write informative text: focus on a single event, compare and contrast, order of events
- Write narrative text: describing details
- Research and Inquiry Projects:
 - Informational Class Book
 - Informative Venn Diagram
 - Informative Poster
 - Informative Visual Record

Speaking and Listening

- Build Background Knowledge

- Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
- Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

Language

- Develop Oral Language-Define/Example/Ask routine
- Daily Handwriting
 - Teach handwriting model for Aa, Ii, Ll, Oo,
- Sort and spell words with short a, short i, l-blends, r-blends, s-blends
- Practice short a, short i, short o word families
- Practice high frequency words
- Build fluency: word automaticity
- Orally generate complete sentences
- Identify complete and correct sentences
- Mechanics: sentence capitalization, punctuation
- Use correct word order when making sentences
- Identify correct statements that start with a capital and end with a period
- Identify sentences that are questions and exclamations
- Orally generate exclamation and question sentences
- Correct sentences using proper end punctuation
- Write complete sentences

Assessments

- Oral Reading Fluency Assessments (Letter Naming, Phoneme Segmentation, Sight Word Fluency)
- Running Records
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments

Time Frame

6 weeks

Topic**Unit 2 Big Idea: Our Community****Essential Questions****What makes a community?****Week 1 Weekly Concept: Jobs Around Town**

- What jobs need to be done in a community?

Week 2 Weekly Concept: Buildings All Around

- What buildings do you know? What are they made of?

Week 3 Weekly Concept: A Community in Nature

- Where do animals live together?

Week 4 Weekly Concept: Let's Help

- How do people help out in a community?

Week 5 Weekly Concept: Follow the Map

- How can you find your way around?

Week 6 Review/Assess/Extend

- What makes a community?

Enduring Understandings

- People do many different jobs that help the community.
- There are many types of buildings that are made of different materials and built in varying locations.
- Animals live in many different habitats that are best suited to meet their needs.
- There are many ways to help and make a difference in a community.
- Maps are used in a variety of places to locate things and plan routes.

Alignment to NJSL**English Language Arts*****Reading:***

- 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.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word..
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Studies

- SOC.6.1.4.B.1 - [*Cumulative Progress Indicator*] - Compare and contrast information that can be found on different types of maps and determine how the information may be useful. (*Unit 2 Week 5*)

Science

- 1-LS1-2 - [*Performance Expectation*] - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (*Unit 2 Week 3*)

Technology

- TECH.8.1.2.A.1 - [*Cumulative Progress Indicator*] - Identify the basic features of a digital device and explain its purpose.
- TECH.8.1.2.B.1 - [*Cumulative Progress Indicator*] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- TECH.8.1.2.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.

21st Century Life and Career Skills

- CAEP.9.2.4.A.1 - [*Standard*] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (*Unit 2 Week 1*)

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- 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.
- retell stories in their words capturing the key details.
- explain the story's central idea or message.
- recognize feeling words and phrases in texts.
- recognize sensory words in texts.
- describe what feeling or sense the words and phrases are appealing to.
- 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 text.
- ask and answer questions about key details, with support.

Reading Informational Text

Students will

- 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.
- 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).
- 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.)
- identify the key details of a text.
- retell texts in their own words capturing the key details.
- identify the main topic of the text.

Reading Foundation Skills:

Students will

- 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.
- produce the sound for each letter and blend to make a word.
- produce the letter sounds to make a one-syllable word.
- identify irregularly spelled words when reading.
- 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.
- use appropriate rate, expression, and inflection when reading text aloud.
- determine each phoneme of spoken one-syllable words.
- identify digraphs in orally produce words.
- produce the letters that make the sounds in words with digraphs.
- use specific strategies to decode words with digraphs.
- 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.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- reread text to better understand what was read, when necessary.
- use appropriate self-correction strategies to read words and for understanding.

Writing

Students will

- discern facts from opinion.
- introduce a topic that is well known.
- include some facts about a topic.
- write a closing statement.
- express an opinion on a topic.
- include a reason to support the opinion.
- include a closing statement or section.
- 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.
- understand their role in the shared projects.

- contribute to the project from beginning to end.
- use graphic organizers to aid collaboration.
- use technology to create and publish writing, with support when necessary.
- use technology to collaborate with peers, with adult support when necessary.
- 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.
- 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.

Speaking and Listening

Students will

- 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 questions when confused during a discussion.
- 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.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.
- 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.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about experiences, feelings, and emotions.
- express thoughts and feelings and ideas in complete sentences.
- speak audibly to naturally express.

Language

Students will

- apply knowledge of phonemic awareness and spelling conventions to spell untaught words.
- identify common and proper nouns and provide examples of each.
- identify possessive nouns and provide examples.
- consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation.
- recognize the comma.
- explain the purpose of a comma.
- apply rules for using commas in writing to dates and to single word series.
- demonstrate knowledge of singular and plural nouns with matching verbs when writing or speaking.
- identify different types of end punctuation.
- apply appropriate end punctuation to writing.
- 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.
- use strategies to determine the meaning of a word or a phrase using context clues when reading grade level texts.
- demonstrate diversity in their choice of verbs, nouns, and adjectives in speaking and writing.

Learning Activities

Reading Literature

- Connect literature to essential question
- Identify and understand components of different genres: (Realistic Fiction, Fantasy)
- Make and confirm predictions
- Respond to the text: Retelling and Fluency (Intonation)
- Review high frequency words and spelling patterns
- Reread to gain understanding
- Reread to develop fluency
- Identify character, setting, and events
- Identify illustrator's craft-How do illustrations give clues about the text?
- Identify author's craft-How does word choice provide meaning to the story's message?
- Identify author's craft-How does dialogue give clues about characters' point of view?
- Identify the author's purpose for writing a text.
- Identify the key details of a story.
- Use context clues to develop meanings for words
- Retell stories in their words capturing the key details.
- Explain the story's central idea or message.
- Recognize repetition within text.
- Compare texts for similarities.

Reading Informational Text

- Identify and understand components of different genres: informational text/nonfiction
- Use labels to gain information from informational text.
- Make and confirm predictions.
- Compare information between texts.
- Identify main topic and key details from text.
- Make connections between text and life experiences.
- Use captions to gain information about text.
- Understand and use a list within informational text.
- Identify Author's Craft: How do photographs compliment text to build understanding?
- Reread selection to check for understanding.
- Ask and answer Questions while reading text to improve comprehension.

Reading Foundational Skills

- Concepts of Print (Ellipses and Dashes, quotations, distinguish sentences, Special Text Treatments, and Reading Sentences Across Pages)
- Read and perform Readers' Theater with fluency and expression.
- Phonemic Awareness
 - Phoneme Blending
 - Phoneme Isolation
 - Phoneme Categorization
 - Phoneme Identity
 - Phoneme Substitution
 - Phoneme Addition
- Phonological Awareness
 - Identify and Generate Rhyme
- Phonics
 - Introduce, blend and build words with Short e, Short u, end blends, th, sh, -ng, ch, -tch,

wh, and ph.

- Structural Analysis
 - Inflectional Ending -ed, -ing, es
 - Contractions with's
 - Closed Syllables

Writing

- Increase writing fluency by responding to prompt.
- Use text evidence to respond in writing.
- Edit writing for complete sentences and end punctuation.
- Use time order words to organize writing.
- Develop concluding, or ending, sentences.
- Write opinion text: focus on an idea.
- Write informative text: beginning sentence, facts, supporting details.
- Write narrative text: beginning, middle
- Conduct short research on unit concepts.
- Research and Inquiry Projects:
 - Informative Script
 - Illustrated Labeled Building
 - Illustrated Desert Collage
 - Informational List
 - Illustrated Map

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions
 - Generate words and phrases related to the Essential Question
- Present research and writing using speaking and listening checklist.

Language

- Develop Oral Language-Define/Example/Ask routine
- Spell words with short e, short u, end blends, th, sh, -ng, ch, -tch, wh, and ph.
- Practice high frequency words
- Identify nouns in sentences.
- Identify and use singular and plural nouns in sentences.
- Identify and use possessive nouns.
- Identify and differentiate common and proper nouns
- Identify and use irregular plural nouns.
- Use commas in a series.
- Use apostrophes in contractions.
- Use apostrophes with possessive nouns.
- Capitalize proper nouns.
- Capitalize first words in a sentence and end sentences with period.
- Daily Handwriting
 - Teach uppercase and lowercase Ee, Uu using the Handwriting models

Assessments

- Oral Reading Fluency Assessments (Letter Naming, Phoneme Segmentation, Sight Word Fluency)
- Running Records
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: Getting to Know Us	
Essential Questions	
What can happen over time?	
Week 1 Weekly Concept: What Time Is It?	
<ul style="list-style-type: none">• How do we measure time?	
Week 2 Weekly Concept: Watch It Grow!	
<ul style="list-style-type: none">• How do plants change as they grow?	
Week 3 Weekly Concept: Tales Over Time	
<ul style="list-style-type: none">• What is a folktale?	
Week 4 Weekly Concept: Now and Then	
<ul style="list-style-type: none">• How is life different than it was long ago?	
Week 5 Weekly Concept: From Farm to Table	
<ul style="list-style-type: none">• How do we get our food?	
Week 6 Review/Assess/Extend	
<ul style="list-style-type: none">• What can happen over time?	
Enduring Understandings	
<ul style="list-style-type: none">• There are many ways to measure time.• Plants change as they grow from tiny seeds.• A folktale is a special kind of story that has been told for hundreds of years.• In many ways, life is different than it was in the past.• Most of the food we eat is grown somewhere before it is shipped to stores where we can buy it.	
Alignment to NJSL	
<u>English Language Arts</u>	
<i>Reading:</i>	
<ul style="list-style-type: none"><input type="checkbox"/> RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.<input type="checkbox"/> RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.<input type="checkbox"/> RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.<input type="checkbox"/> RL.1.6. Identify who is telling the story at various points in a text.<input type="checkbox"/> RI.1.1. Ask and answer questions about key details in a text.<input type="checkbox"/> RI.1.2. Identify the main topic and retell key details of a text.<input type="checkbox"/> RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.<input type="checkbox"/> 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.<input type="checkbox"/> RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.<input type="checkbox"/> RI.1.7. Use the illustrations and details in a text to describe its key ideas.<input type="checkbox"/> RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<input type="checkbox"/> RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.<ul style="list-style-type: none"><input type="checkbox"/> A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization,	

ending punctuation).

- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Studies

- SOC.6.1.4.C.16 - [*Cumulative Progress Indicator*] - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (*Unit 3 Week 4*)
- SOC.6.1.4.C.5 - [*Cumulative Progress Indicator*] - Explain the role of specialization in the production and exchange of goods and services. (*Unit 3 Week 5*)

Science

- SCI.1-ESS1-2 - [*Performance Expectation*] - Make observations at different times of year to relate the amount of daylight to the time of year. (*Unit 3 Week 1*)
- SCI.1-LS1-1 - [*Performance Expectation*] - 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. (*Unit 3 Week 2*)

Technology

- TECH.8.1.2.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.
- TECH.8.2.2.B.1 - [*Cumulative Progress Indicator*] - Identify how technology impacts or improves life
- TECH.8.2.2.B.4 - [*Cumulative Progress Indicator*] - Identify how the ways people live and work has changed because of technology.

21st Century Life and Career Skills

- CAEP.9.2.4.A.2 - [*Standard*] - Identify various life roles and civic and work - related activities in the school, home, and community.

Key Concepts and Skills

Reading Literature Text

Students will

- identify the key details of a story.
- retell stories in their words capturing the key details.
- explain the story's central idea or message.
- 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.
- recognize feeling words and phrases in texts.
- recognize sensory words in texts.
- describe what feeling or sense the words and phrases are appealing to.
- explain the function of a narrator.
- determine the narrator who is telling a story.
- identify when the narrator changes.

Reading Informational Text

Students will

- 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.
- 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).
- 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.).
- identify the key details of a text.
- retell texts in their own words capturing the key details.
- identify the main topic of the text.
- understand and determine key details 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 text.
- ask and answer questions about key details, with support.
- determine the difference between information gained by examining
- identify the key people, events, ideas, or information in a text.
- explain how two individuals, events, ideas, or pieces of information are linked.
- 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.

Reading Foundation Skills:

Students will

- 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.
- identify 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.
- 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.
- 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.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- reread text to better understand what was read, when necessary.
- use appropriate rate, expression, and inflection when reading text aloud.
- use appropriate self-correction strategies to read words and for understanding.
- use specific strategies to decode words using syllables.
- recognize the vowel sound in every syllable.

Writing

Students will

- discern facts from opinion.
- introduce a topic that is well known.
- include some facts about a topic.
- write a closing statement.
- express an opinion on a topic.
- include a reason to support the opinion.
- include a closing statement or section.
- 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.
- understand their role in the shared projects.
- contribute to the project from beginning to end.
- use graphic organizers to aid collaboration.
- use technology to create and publish writing, with support when necessary.
- use technology to collaborate with peers, with adult support when necessary.
- 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.
- 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.

Speaking and Listening

Students will

- 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 questions when confused during a discussion.
- 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.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.

- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about experiences, feelings, and emotions.
- 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.
- express thoughts and feelings and ideas in complete sentences.
- speak audibly to naturally express.

Language

Students will

- apply knowledge of phonemic awareness and spelling conventions to spell untaught words.
- consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation.
- 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.
- demonstrate knowledge of singular and plural nouns with matching verbs when writing or speaking.
- identify different types of end punctuation.
- apply appropriate end punctuation to writing.
- 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.
- 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.
- use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts.
- 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.

Learning Activities

Reading Literature

- Connect to essential question
- Skill: Character, Setting, Plot, Plot Sequence, Plot/Cause and Effect
- Strategy: Make and confirm predictions
- Literary Element: Rhyme, Repetition
- Respond to the Text: Retelling and Fluency (Phrasing, Expression)
- Strategy: Reread
- Identify author's craft: point of view, genre, word choice, character, dialogue, punctuation, rhythm and rhyme, repetition, plot
- Review story predictions/retell the selection
- Find text evidence from story for deeper understanding
- Make connections to story characters
- Identify and understand components of different genres: fantasy, play, folktale
- Identify illustrator's craft: repetition
- Identify illustrator's craft: how does the illustration give information to help you understand story?

Reading Informational Text

- Connect to essential question

- Strategy: Make and confirm predictions
- Skill: Key Details, Connections Within Text Compare and Contrast, Connections Within Text/Sequence
- Identify author's craft: text structure, photographs, repetition, title
- Respond to the Text: Retelling and Fluency (Intonation)
- Genre: Informational Text/Nonfiction
- Text feature: bold print, diagrams, captions, charts
- Interpret information presented visually
- Close reading: compare texts
- Make connections to real world
- Make Text Connections-Close Reading Companion
 - Text to Poetry
 - Text to Fine Art
 - Text to Music

Reading Foundational Skills

- Concepts of Print (Capitalization and Punctuation, Punctuation Within Sentences, Quotation Marks/Text Styles, Reading Sentences Across Pages, Special Text Treatments)
- Phonemic Awareness
 - Phoneme Identity
 - Phoneme Addition
 - Phoneme Blending
 - Phoneme Isolation
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
- Phonics
 - Introduce, blend, and build words with long *a*: *a_e*, long *i*: *i_e*, soft *c*; soft *g*, *dge*, */o/o_e*, */u/u_e*, */e/e_e*, */u/oo*, *u*
- Phonological Awareness
 - Recognize and generate alliteration
 - Identify and generate rhyme
- Structural Analysis
 - Contractions with *not*
 - Plurals
 - Inflectional Endings *-ed*, *-ing*
 - CVCe Syllables
- Read and perform Readers' Theatre with fluency and expression

Writing

- Increase writing fluency by responding to prompt.
- Write about the text.
- Use text evidence to respond in writing
- Analyze the student models (Verbs, Sensory Details, Rhyming Words, Sequence, Strong Verbs, Past- and Future-Tense Verbs, Topic, Reasons, *Is* and *Are*, Facts)
- Peer review writing and proofread/edit
- Final draft of writing to share
- Publish and present student writing..
- Use text evidence and illustrations to make inferences.
- Use correct word order, punctuation and complete sentences.
- Write opinion text: reasons
- Write narrative text: word choice (sensory details, specific words, verbs)
- Conduct short research on unit topic.
- Research and Inquiry Projects:
 - Illustrated Sundial
 - Illustrated Flip Book

- Labeled Puppet
- Informative Report
- Informative Flowchart

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

Language

- Develop Oral Language-Define/Example/Ask routine
- Daily Handwriting
 - Teach handwriting model for Dd, Vv, Yy, Ww
- Sort and spell words with long *a*: *a_e*, long *i*: *i_e*, soft *c*; soft *g*, *dge*, /*o/o_e*, /*u/u_e*, /*e/e_e*, /*u/oo*, *u*
- Practice long *a*: *a_e*, long *i*: *i_e*, soft *c*; soft *g*, *dge*, /*o/o_e*, /*u/u_e*, /*e/e_e*, /*u/oo*, *u* word families
- Practice high frequency words (Read/Spell/Write Routine)
- Grammar: Verbs, Present-Tense Verbs, Past-and Future-Tense Verbs, *Is* and *Are*, Contractions with *Not*
- Build fluency: word automaticity
- Mechanics: Commas in a Series, Titles of Plays, Commas in Dates, Apostrophes in Contractions
- Orally generate complete sentences
- Orally generate exclamation and question sentences
- Correct sentences using proper end punctuation
- Write complete sentences

Assessments

- Oral Reading Fluency Assessments (Letter Naming, Phoneme Segmentation, Sight Word Fluency)
- Running Records
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments

Time Frame

6 weeks

Topic**Unit 4 Big Idea: Animals Everywhere****Essential Questions****What animals do you know about? What are they like?****Week 1 Weekly Concept: Animal Features**

- How do animals' bodies help them?

Week 2 Weekly Concept: Animals Together

- How do animals help each other?

Week 3 Weekly Concept: In the Wild

- How do animals survive in nature?

Week 4 Weekly Concept: Insects!

- What insects do you know about? How are they alike and different?

Week 5 Weekly Concept: Working with Animals

- How do people work with animals?

Week 6 Review/Assess/Extend

- What animals do you know about? What are they like?

Enduring Understandings

- There are many ways animals use their bodies to help themselves.
- Some animals cooperate and help each other.
- Animals have different ways that they survive in nature.
- There are many kinds of insects, or bugs, in the world.
- People work with animals in different ways.

Alignment to NJSL**English Language Arts*****Reading:***

- 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.1.6. Identify who is telling the story at various points in a text.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word..
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.

- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Science

- SCI.1-LS1-1 - [*Performance Expectation*] - 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. (*Unit 4 Weeks 1, 2, and 4*)
- SCI.1-LS1-2 - [*Performance Expectation*] - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (*Unit 4 Weeks 2 and 3*)

Technology

- TECH.8.1.2.B.1 - [*Cumulative Progress Indicator*] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- TECH.8.1.2.C.CS1 - [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

21st Century Life and Career Skills

- CAEP.9.2.4.A.3 - [*Standard*] - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- recognize feeling words and phrases in texts.
- recognize sensory words in texts.
- describe what feeling or sense the words and phrases are appealing to.
- 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 text.
- ask and answer questions about key details, with support.
- explain the function of a narrator.
- determine the narrator who is telling a story.
- identify when the narrator changes.
- retell stories in their words capturing the key details.
- explain the story's central idea or message.

Reading Informational Text

Students will

- 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.
- identify the key people, events, ideas, or information in a text.
- explain how two individuals, events, ideas or pieces of information are linked.
- 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.).
- identify the key people, events, ideas, or information in a text.
- explain how two individuals, events, ideas, or pieces of information are linked.
- identify the key details of a text.
- retell texts in their own words capturing the key details.
- identify the main topic of the 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 in the text
- answer when prompted and use key details from text.
- ask and answer questions about key details, with support.
- determine the difference between information gained by examining pictures and information gained from words in the text.
- identify difference between what pictures show and what the words in the text says.
- 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).

Reading Foundation Skills:

Students will

- understand how a sentence is organized.
- identify the first word of a sentence.
- produce the sound for each letter and blend to make a word.
- produce the letter sounds to make a one-syllable word.
- identify irregularly spelled words when reading.
- 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.
- use appropriate rate, expression, and inflection when reading text aloud.
- identify the capitalization used to begin the sentence.
- identify the various types of end punctuation.
- understand the vowel patterns and knowledge of final -e contribute to spelling and decoding.

- determine each phoneme of spoken one-syllable words.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- reread text to better understand what was read, when necessary.
- use appropriate self-correction strategies to read words and for understanding.
- 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.

Writing

Students will

- discern facts from opinion.
- introduce a topic that is well known.
- include some facts about a topic.
- write a closing statement.
- express an opinion on the topic.
- include a reason to support the opinion.
- include a closing statement or section.
- 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.
- understand their role in the shared projects.
- contribute to the project from beginning to end.
- use graphic organizers to aid collaboration.
- use technology to create and publish writing, with support when necessary.
- use technology to collaborate with peers, with adult support when necessary.
- 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.
- use a variety of information (e.. 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.

Speaking and Listening

Students will

- 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.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.
- 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.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.
- report facts and details about experiences, feelings, and emotions.
- 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).
- ask questions when confused during a discussion.
- use strategies to respond to the comments of others to build the conversation.
- express thoughts and feelings and ideas in complete sentences.
- speak audibly to naturally express.

Language

Students will

- form all upper and lowercase letters with appropriate sizing and spacing.
- 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.
- apply knowledge of phonemic awareness and spelling conventions to spell untaught words.
- identify common and proper nouns and provide examples of each.
- identify possessive nouns and provide examples.
- consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation.
- demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking.
- identify different types of end punctuation.
- apply appropriate end punctuation in writing.
- group words into categories that logically fit together.
- explain why the words belong in a group.
- 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.
- demonstrate diversity in their choice of verbs, nouns, and adjectives in speaking and writing.
- identify different tenses of verbs in reading.
- explain how verbs can express past, present, and future.
- use verb tense to express past, present, future.
- identify attributes of words put into categories.
- use the attribute to extend the definition of categorized words.
- use strategies to determine meaning of word or phrase using context clues when reading grade level texts.
- apply root words and their inflectional ending forms in reading, writing, speaking.
- consistently decode words using the meaning of affixes root word, and inflection as a clue.

Learning Activities

Reading Literature

- Connect to essential question
- Skill: Plot/Sequence, Plot/Cause and Effect, Point of View
- Strategy: Ask and answer questions
- Connections Within Text: Compare and Contrast
- Literary Element: Sensory Words
- Respond to the Text: Retelling and Fluency (Phrasing, Expression)
- Strategy: Reread
- Identify author's craft: word choice, dialogue, text structure
- Review story predictions/retell the selection
- Find text evidence from story for deeper understanding
- Make connections to story characters

- Identify and understand components of different genres: fantasy, folktale
- Identify illustrator's craft: details, point of view

Reading Informational Text

- Connect to essential question
- Strategy: Ask and answer questions, visualize
- Skill: Main Idea and Key Details, Connections Within Text: Sequence
- Identify author's craft: text structure, photographs, repetition, word choice
- Genre: Informational Text/Nonfiction
- Text feature: captions, charts, headings
- Make connections to real world
- Make Text Connections—Close Reading Companion
 - Text to Photography
 - Text to Fine Art
 - Text to Media

Reading Foundational Skills

- Phonemic Awareness
 - Phoneme Categorization
 - Phoneme Identity
 - Phoneme Blending
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
 - Phoneme Addition
 - Contrast Sounds
- Phonics
 - Introduce, blend, and build words with long *a*: *a, ai, ay*, long *e*: *e, ee, ea, ie*, long *o*: *o, oa, ow, oe*, long *i*: *i, y, igh, ie*, long *e*: *y, ey*
- Phonological Awareness
 - Identify and generate rhyme
- Structural Analysis
 - Alphabetical Order
 - Prefixes re-, un-, -pre-
 - Open Syllables
 - Inflectional Endings
 - Compound Words
- Read and perform Readers' Theatre with fluency and expression.
- Fluency: Intonation, Expression, Phrasing

Writing

- Increase writing fluency by responding to prompt.
- Write about the text.
- Use text evidence to respond in writing
- Analyze the student models (Sequence, Specific Words, *Was* and *Were*, Topic, Facts, *Has* and *Have*, Supporting Details, Verbs, Topic, Compare and Contrast, *See* and *Saw*, Concluding Statement, Time-Order Words, Adverbs That Tell When)
- Peer review writing and proofread/edit
- Final draft of writing to share
- Publish and present student writing..
- Use text evidence and illustrations to make inferences.
- Use correct word order, punctuation and complete sentences.
- Write opinion text: organization (topic)
- Write informational text: organization (topic, concluding statement), word choice (time-order words)
- Write narrative text: word choice (specific words)
- Conduct short research on unit topic.

- Research and Inquiry Projects:
 - Illustrated Labeled Poster
 - Informative Report
 - Labeled Diorama
 - Labeled Diagram
 - Informative Poster

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

Language

- Develop Oral Language-Define/Example/Ask routine
- Vocabulary Strategies: Use a Dictionary, Context Clues/Sentence Clues, Word Categories, Root Words
- Daily Handwriting
 - Teach handwriting model for Nn, Gg, Pp, Ss, Mm
- Sort and spell words with long *a*: *a, ai, ay*, long *e*: *e, ee, ea, ie*, long *i*: *i, y, igh, ie*, long *e*: *y, ey*
- Practice high frequency words (Read/Spell/Write Routine)
- Grammar: *Was* and *Were*, *Has* and *Have*, *Go* and *Do*, *See* and *Saw*, Adverbs That Tell When
- Build fluency: word automaticity
- Mechanics: Apostrophe with Contractions, Capitalization and End Punctuation, Capitalize Proper Nouns, Titles of Books, Commas in a Series

Assessments

- Oral Reading Fluency Assessments
- Running Records
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments

Time Frame	6 weeks
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Topic

Unit 5 Big Idea: Figure It Out

Essential Questions

How can we make sense of the world around us?

Week 1 Weekly Concept: See It, Sort It

- How can we classify and categorize things?

Week 2 Weekly Concept: Up in the Sky

- What can you see in the sky?

Week 3 Weekly Concept: Great Inventions

- What inventions do you know about?

Week 4 Weekly Concept: Sounds All Around

- What sounds can you hear? How are they made?

Week 5 Weekly Concept: Build It!

- How do things get built?

Week 6 Review/Assess/Extend

- How can we make sense of the world around us?

Enduring Understandings

- There are many ways to sort objects.
- The sky above us is not empty, and we see many things in the sky.
- There are many inventions that we use every day.
- We are surrounded by sounds and these sounds are made in different ways.
- Structures are made with different kinds of materials and built in a variety of ways.

Alignment to NJSLs**English Language Arts*****Reading:***

- 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.1.6. Identify who is telling the story at various points in a text.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
 - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into

syllables using knowledge that every syllable must have a vowel sound.

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

Writing:

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - F. Use frequently occurring adjectives.
 - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). (new key concept and skill=purple)
 - H. Use determiners (e.g., articles, demonstratives).
 - I. Use frequently occurring prepositions (e.g., during, beyond, toward).

- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Studies

- SOC.6.1.4.C.16 - [*Cumulative Progress Indicator*] - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (*Unit 5 Week 3*)

Science

- SCI.1-ESS1-1 - [*Performance Expectation*] - Use observations of the sun, moon, and stars to describe patterns that can be predicted. (*Unit 5 Week 2*)
- SCI.1-PS4-1 - [*Performance Expectation*] - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (*Unit 5 Week 4*)

Technology

- TECH.8.1.2.B.1 - [*Cumulative Progress Indicator*] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- TECH.8.1.2.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
- recognize feeling words and phrases in texts.
- recognize sensory words in texts.
- describe what feeling or sense the words and phrases are appealing to.

- 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 text.
- ask and answer questions about key details, with support.
- explain the function of a narrator.
- determine the narrator who is telling a story.
- identify when the narrator changes.
- retell stories in their words capturing the key details.
- explain the story's central idea or message.

Reading Informational Text

Students will

- 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.
- identify the key people, events, ideas, or information in a text.
- explain how two individuals, events, ideas or pieces of information are linked.
- 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.).
- identify the key people, events, ideas, or information in a text.
- explain how two individuals, events, ideas, or pieces of information are linked.
- identify the key details of a text.
- retell texts in their own words capturing the key details.
- identify the main topic of the 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 in the text
- answer when prompted and use key details from text.
- ask and answer questions about key details, with support.
- determine the difference between information gained by examining pictures and information gained from words in the text.
- identify difference between what pictures show and what the words in the text says.
- 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).

Reading Foundation Skills:

Students will

- understand how a sentence is organized.
- identify the first word of a sentence.
- produce the sound for each letter and blend to make a word.
- produce the letter sounds to make a one-syllable word.
- identify irregularly spelled words when reading.
- 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.
- use appropriate rate, expression, and inflection when reading text aloud.

- identify the capitalization used to begin the sentence.
- identify the various types of end punctuation.
- determine each phoneme of spoken one-syllable words.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- reread text to better understand what was read, when necessary.
- use appropriate self-correction strategies to read words and for understanding.
- 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.

Writing

Students will

- discern facts from opinion.
- introduce a topic that is well known.
- include some facts about a topic.
- write a closing statement.
- express an opinion on the topic.
- include a reason to support the opinion.
- include a closing statement or section.
- 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.
- understand their role in the shared projects.
- contribute to the project from beginning to end.
- use graphic organizers to aid collaboration.
- use technology to create and publish writing, with support when necessary.
- use technology to collaborate with peers, with adult support when necessary.
- 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.
- use a variety of information (e.. 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.

Speaking and Listening

Students will

- 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.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.
- 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.
- describe familiar people.
- tell about familiar places.
- describe memorable events.
- explain familiar events.

- report facts and details about experiences, feelings, and emotions.
- 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).
- ask questions when confused during a discussion.
- use strategies to respond to the comments of others to build the conversation.
- express thoughts and feelings and ideas in complete sentences.
- speak audibly to naturally express.

Language

Students will

- form all upper and lowercase letters with appropriate sizing and spacing.
- 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.
- apply knowledge of phonemic awareness and spelling conventions to spell untaught words.
- identify common and proper nouns and provide examples of each.
- identify possessive nouns and provide examples.
- consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation.
- demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking.
- identify different types of end punctuation.
- apply appropriate end punctuation in writing.
- demonstrate diversity in their choice of verbs, nouns, and adjectives in speaking and writing.
- identify attributes of words put into categories.
- use the attribute to extend the definition of categorized words.
- use strategies to determine meaning of word or phrase using context clues when reading grade level texts.
- apply root words and their inflectional ending forms in reading, writing, speaking.
- consistently decode words using the meaning of affixes root word, and inflection as a clue.
- 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.
- understand that dates and names are capitalized.
- recognize proper nouns when reading and apply when writing.
- 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.
- identify and explain the purpose of prepositions in reading.
- use prepositional words in writing.
- demonstrate sentence variety in 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.

Reading Literature

- Connect to essential question
- Skill: Point of View, Plot: Sequence, Plot/Cause and Effect, Plot/Problem and Solution
- Strategy: Make and Confirm Predictions, Ask and Answer Questions
- Connections Within Text: Problem and Solution
- Literary Element: Alliteration
- Identify author's craft: dialogue, word choice, point of view, repetition, illustrations
- Identify and understand components of different genres: fantasy, realistic fiction

Reading Informational Text

- Connect to essential question
- Strategy: Ask and Answer Questions
- Skill: Main Idea and Key Details
- Identify author's craft: organization, , word choice, events,
- Illustrator's Craft: Focus on Collage
- Genre: Informational Text/Biography, Informational Text/Nonfiction
- Connections Within Text: Sequence, Cause and Effect
- Text features: photographs and illustrations, captions, directions
- Make connections to real world
- Make Text Connections-Close Reading Companion
 - Text to Poetry
 - Text to Photography
 - Text to Music

Reading Foundational Skills

- Phonemic Awareness
 - Phoneme Categorization
 - Phoneme Isolation
 - Phoneme Blending
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
 - Phoneme Addition
- Phonics
 - Introduce, blend, and build words with /ar/ar, /ur/er, *ir, ur, or, /or/or, ore, oar*, diphthongs *ou, ow*, diphthongs *oi, oy*
- Phonological Awareness
 - Contrast Vowel Sounds
 - Identify and Generate Rhyme
- Structural Analysis
 - Irregular Plurals
 - Inflectional Ending -er, -est
 - Abbreviations
 - Final Stable Syllables
- Read and perform Readers' Theatre with fluency and expression.
- Fluency: Phrasing: Commas, Intonation: Exclamations, Expression: Read Patterns
- Build Fluency: Word Automaticity

Writing

- Increase writing fluency by responding to prompt.
- Write about the text.
- Use text evidence to respond in writing
- Analyze the Student Models (Complete Sentences, Describing Details, Words that Join, Adjectives, Describing Words, Clues, Facts, Time-Order Words, Adjectives That Compare, Using *A, An, This, and That*, Concluding Sentence, Topic, Reasons, Prepositions)
- Peer review writing and proofread/edit
- Final draft of writing to share

- Publish and present student writing..
- Use text evidence and illustrations to make inferences.
- Use correct word order, punctuation and complete sentences.
- Write opinion text: sentence fluency (complete sentences), organization (topic)
- Write informative text: word choice (describing words, time-order words)
- Write narrative text: sentence fluency (complete sentences)
- Conduct short research on unit topic.
- Research and Inquiry Projects:
 - Informative Graph
 - Informative Poster
 - Illustrated Collage
 - Illustrated Sound Effects Chart
 - Illustrated Model

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

Language

- Develop Oral Language-Define/Example/Ask routine
- Vocabulary Strategies: Context Clues/Multiple Meanings, Shades of Meaning/Intensity, Prefixes, Suffixes, Inflectional Endings
- Daily Handwriting
 - Teach handwriting model for Hh, Kk, Rr, Xx
- Sort and spell words with /ar/ar, /ur/er, ir, ur, or, diphthongs ou, ow, diphthongs oi, oy
- Practice high frequency words (Read/Spell/Write Routine)
- Grammar: Join Sentences with *and, but, or, so, because*, Joining Sentences, Adjectives, Adjectives That Compare, Using *A and An*, Using *This and That*, Prepositions and Prepositional Phrases
- Mechanics: Capitalize Proper Nouns, Capitalization and End Marks, Capitalize Days, Months, and Holidays, Capitalize/Underline Book Titles, Abbreviations

Assessments

- Oral Reading Fluency Assessments
- Running Records
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments

Time Frame	6 weeks
Topic	
Unit 6 Big Idea: Together We Can	
Essential Questions	

How does teamwork help us?**Week 1 Weekly Concept: Taking Action**

- How can we work together to make our lives better?

Week 2 Weekly Concept: My Team

- Who helps you?

Week 3 Weekly Concept: Weather Together

- How can weather affect us?

Week 4 Weekly Concept: Sharing Traditions

- What traditions do you know about?

Week 5 Weekly Concept: Celebrate America!

- Why do we celebrate holidays?

Week 6 Review/Assess/Extend

- How does teamwork help us?

Enduring Understandings

- People can work together in many ways to make things better.
- There are many people in our lives who help us.
- There are different kinds of weather and it affects our lives in many ways.
- People follow and pass down many traditions.
- We celebrate holidays in different ways such as displaying special items or marching in parades.

Alignment to NJSL**English Language Arts*****Reading:***

- 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.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.

- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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

Language:

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print all upper- and lowercase letters.
 - B. Use common, proper, and possessive nouns.
 - D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.

- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Social Studies

- SOC.6.1.4.A.CS1 - [*Content Statement*] - Rules and laws are developed to protect people's rights and the security and welfare of society. (*Unit 6 Week 1 and 2*)
- SOC.6.1.4.A.10 - [*Cumulative Progress Indicator*] - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. (*Unit 6 Week 1*)
- SOC.6.3.4.A.1 - [*Cumulative Progress Indicator*] - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). (*Unit 6 Week 2*)
- SOC.6.1.4.B.4 - [*Cumulative Progress Indicator*] - Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. (*Unit 6 Week 3*)
- SOC.6.1.4.D.CS5 - [*Content Statement*] - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. (*Unit 6 Week 4*)
- SOC.6.3.4.CS1 - [*Content Statement*] - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. (*Unit 6 Week 4*)
- SOC.6.1.4.D.17 - [*Cumulative Progress Indicator*] - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. (*Unit 6 Week 5*)

Technology

- TECH.8.1.2.B.1 - [*Cumulative Progress Indicator*] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- TECH.8.1.2.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.

Key Concepts and Skills

Reading Literature Text

Students will

- 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.
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- recognize sensory words in texts.
- describe what feeling or sense the words and phrases are appealing to.
- 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 text.
- ask and answer questions about key details, with support.
- retell stories in their words capturing the key details.
- explain the story's central idea or message.

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Students will

- interpret illustrations to develop a better understanding of the text.
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- ask and answer questions about key details
- ask and prompt who, what, where, when, why and how regarding details in the text
- answer when prompted and use key details from text.
- ask and answer questions about key details, with support.
- determine the difference between information gained by examining pictures and information gained from words in the text.
- identify difference between what pictures show and what the words in the text says.
- 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).

Reading Foundation Skills:

Students will

- produce the sound for each letter and blend to make a word.
- produce the letter sounds to make a one-syllable word.
- identify irregularly spelled words when reading.
- 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.

- use appropriate rate, expression, and inflection when reading text aloud.
- understand the vowel patterns and knowledge of final -e contribute to spelling and decoding.
- determine each phoneme of spoken one-syllable words.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- reread text to better understand what was read, when necessary.
- use appropriate self-correction strategies to read words and for understanding.
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Students will

- discern facts from opinion.
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- include some facts about a topic.
- write a closing statement.
- express an opinion on the topic.
- include a reason to support the opinion.
- include a closing statement or section.
- 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.
- understand their role in the shared projects.
- contribute to the project from beginning to end.
- use graphic organizers to aid collaboration.
- use technology to create and publish writing, with support when necessary.
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- 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.
- use a variety of information (e.. 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.

Speaking and Listening

Students will

- 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.
- use strategies for asking questions that are on a topic.
- use strategies for understanding and answering questions asked of them.
- 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.
- describe familiar people.
- tell about familiar places.
- describe memorable events.

- explain familiar events.
- report facts and details about experiences, feelings, and emotions.
- 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).
- ask questions when confused during a discussion.
- use strategies to respond to the comments of others to build the conversation.
- express thoughts and feelings and ideas in complete sentences.
- speak audibly to naturally express.

Language

Students will

- form all upper and lowercase letters with appropriate sizing and spacing.
- 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.
- apply knowledge of phonemic awareness and spelling conventions to spell untaught words.
- identify common and proper nouns and provide examples of each.
- identify possessive nouns and provide examples.
- consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation.
- identify different types of end punctuation.
- apply appropriate end punctuation in writing.
- group words into categories that logically fit together.
- explain why the words belong in a group.
- 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.
- demonstrate diversity in their choice of verbs, nouns, and adjectives in speaking and writing.
- identify different tenses of verbs in reading.
- explain how verbs can express past, present, and future.
- use verb tense to express past, present, future.
- identify attributes of words put into categories.
- use the attribute to extend the definition of categorized words.
- use strategies to determine meaning of word or phrase using context clues when reading grade level texts.
- apply root words and their inflectional ending forms in reading, writing, speaking.
- consistently decode words using the meaning of affixes root word, and inflection as a clue.
- demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking.
- 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.
- explain the meaning of common affixes.
- demonstrate accurate inflections when reading (reading a question vs. reading a statement)
- use knowledge of common affixes and inflection to understand words.
- 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.

Learning Activities

Reading Literature

- Connect to essential question
- Skill: Theme, Point of View, Plot/Cause and Effect, Plot/Problem and Solution

- Strategy: Reread, Visualize
- Literary Element: Sensory Words
- Identify author's craft: word choice, text structure, author's purpose, illustration
- Identify illustrator's craft: point of view
- Identify and understand components of different genres: fantasy, realistic fiction

Reading Informational Text

- Connect to essential question
- Strategy: Reread
- Skill: Author's Purpose
- Identify author's craft: details
- Genre: Informational Text/Biography, Informational Text/Nonfiction
- Connections Within Text: Problem and Solution
- Text features: captions, headings, directions, maps
- Make connections to real world
- Make Text Connections-Close Reading Companion
 - Text to Poetry
 - Text to Photography
 - Text to Fine Art
 - Text to Music

Reading Foundational Skills

- Phonemic Awareness
 - Phoneme Identity
 - Phoneme Categorization
 - Phoneme Reversal
 - Phoneme Blending
 - Phoneme Segmentation
 - Phoneme Substitution
 - Phoneme Deletion
 - Phoneme Addition
- Phonics
 - Introduce, blend, and build words with variant vowel /u/, variant vowel /o/, silent letters *wr, kn, gn*, three-letter blends, /ar/*air, are, ear*
- Phonological Awareness
 - Identify and Generate Rhyme
 - Syllable Deletion
 - Syllable Addition
- Structural Analysis
 - Suffixes -ful and -less
 - Vowel Team Syllables
 - Compound Words
 - Inflectional Endings -ed, -ing
 - r-Controlled Vowel Syllables
- Read and perform Readers' Theatre with fluency and expression.
- Fluency:
 - Expression: Dialogue
 - Intonation: Questions
 - Phrasing: Commas
 - Appropriate Phrasing
- Build Fluency: Word Automaticity

Writing

- Increase writing fluency by responding to prompt.
- Write about the text.
- Use text evidence to respond in writing
- Analyze the Student Models (Vary Sentence Length, Details, Pronouns, Topic, Use Your Own

Voice, Possessive Pronouns, Special Pronouns, Main Idea, Concluding Statement, Varying Sentence Types, Describing Details, Pronouns, Adverbs That Tell How, Author's Voice, Concluding Statement)

- Peer review writing and proofread/edit
- Final draft of writing to share
- Publish and present student writing..
- Use text evidence and illustrations to make inferences.
- Use correct word order, punctuation and complete sentences.
- Write opinion text: author's voice
- Write informative text: use your own voice
- Write narrative text: sentence fluency (vary sentence length, varying sentence types)
- Conduct short research on unit topic.
- Research and Inquiry Projects:
 - Illustrated Plan Proposal
 - Informative Newspaper
 - Illustrated Mini Tornado
 - Informative Poster
 - Illustrated Flag

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book.
 - Generate words and phrases related to the Essential Question.
- Have discussion with students about speaking and listening strategies when working with others.
- Strategy: ask and answer questions about read aloud to check for understanding
- Present research and writing using speaking and listening checklist.

Language

- Develop Oral Language-Define/Example/Ask routine
- Vocabulary Strategies: Synonyms, Antonyms, Similes, Compound Words, Metaphors
- Daily Handwriting
 - Teach handwriting model for Qq, Bb, Zz, Jj
- Sort and spell words with variant vowel /u/, variant vowel /o/, silent letters *wr, kn, gn*, three-letter blends, /ar/*air, are, ear*
- Practice high frequency words (Read/Spell/Write Routine)
- Grammar: Pronouns, Possessive Pronouns, Special Pronouns, *I* and *Me*, Adverbs That Tell How
- Mechanics: Capitalize *I*, Days, Months, and Holidays, Commas in Dates and Letters, Commas in Dates and Letters, Abbreviations

Assessments

- Oral Reading Fluency Assessments
- Running Records
- Weekly Assessments
- Observational Rubrics
- Spelling/Dictation Assessments
- Unit Assessments