

Grade 1 ELA Curricular Framework

UNIT 1

Text Types: Literary and Informational
Writing Genres: Informative and Explanatory Writing, Narrative Writing
Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**

Reading Unit Names: Launching (2 weeks)
Building Good Reading Habits (Book 1)
Word Detectives (New Book)

Unit Overview: This unit is designed as an introduction to first grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will practice good reading habits - habits for reading long and strong, habits for solving hard words, and habits for working with a partner. The unit will capitalize on student reading knowledge including knowledge of letter sound correspondence, comprehension, and fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.

Writing Unit Names: Launching (2 weeks)
Small Moments Writing with Focus, Detail and Dialogue (Book 1)
How To (*If Then Unit*)

Overview:

Small Moments: This first unit is designed to help students work with independence, confidence, and stamina. Routines and procedures will be taught and reviewed. Students will be writing small moments: stories from their lives with small, clear focus, tremendous detail and elaboration. Most children should be able to write one or two sentences on each page, so they will need booklets containing both spaces for drawings and spaces for writing. The importance of drawing for planning should be stressed in this unit. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and elaborate their stories. If need be, students will be provided with more support in small groups.

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How To: This unit is designed to help students produce procedural writing requiring explicitness, clarity, and sequence. In this genre, writers must anticipate what their readers will need to know. In Bend I students will learn the structure of a how-to book. During the first week they will be introduced to some exemplary texts and will then write their own procedural text. In Bend II, students will learn the importance of writing procedural texts with directions that readers can easily follow. This will involve thinking about clarity of directions as well as mechanics. In bend III, the focus is on lifting the level of procedural writing. Children will aim to elaborate texts through revision then publish their work.

<p style="text-align: center;">READING</p> <p style="text-align: center;">Critical Knowledge and Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>	<p style="text-align: center;">WRITING</p> <p style="text-align: center;">Critical Knowledge & Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>
<p>RL.1.1/RI.1.1</p> <ul style="list-style-type: none"> ● Understand what key details in the text are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support <p>RL.1.2</p> <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details <p>RI.1.2</p> <ul style="list-style-type: none"> ● Identify the key details of a text <p>RL.1.3</p> <ul style="list-style-type: none"> ● 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 <p>RL.1.5</p>	<p>W.1.2</p> <ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement <p>W.1.3</p> <ul style="list-style-type: none"> ● 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 <p>W.1.5</p> <ul style="list-style-type: none"> ● 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

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- Read a variety of narrative and informational texts
- Identify the traits of narrative texts and informational texts
- Compare and contrast narrative and informational text, focusing on how they are different
- Explain the differences between narrative and informational texts

RI.1.5

- Determine what text features help locate important information
- Use headings to help understand text
- Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)

RL.1.6

- Explain the function of a narrator
- Determine the narrator who is telling a story
- Identify when the narrator changes

RL.1.7

- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, or events
- Explain how illustrations describe important story elements
- Identify story details that describe story elements
- Describe elements of the story using story details

RL.1.10/RI.1.10

- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently

RF.1.1.A

- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation

RF.1.2.A, B

- Identify the long and short vowel sounds in words

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<ul style="list-style-type: none"> ● 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 <p>RF.1.3.A, B, C</p> <ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding <p>RF.1.4.A</p> <ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Reread text to better understand what was read, when necessary 	
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING AND LISTENING Critical knowledge and Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skill of this unit</p>
<p>L.1.1.A, B</p> <ul style="list-style-type: none"> ● Form all upper and lowercase letters with appropriate sizing and spacing ● Identify common and proper nouns and provide examples of each ● Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading) <p>L.1.2.A, B</p> <ul style="list-style-type: none"> ● Recognize the names of people, days of the week, and months of the year 	<p>SL.1.1. , SL.1.1.A</p> <ul style="list-style-type: none"> ● 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 text ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) <p>SL.1.2.</p> <ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding

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<ul style="list-style-type: none"> • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing <p>L.1.5.A</p> <ul style="list-style-type: none"> • Group words into categories that logically fit together • Explain why the words belong in a group <p>L.1.6</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions <p>SL.1.3.</p> <ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them <p>SL.1.4.</p> <ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions <p>SL.1.5.</p> <ul style="list-style-type: none"> • 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 <p>SL.1.6.</p> <ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
<p>Essential Questions</p>	<p>Unit Goals/ Enduring Understanding</p>
<p><u>Launching</u></p> <ul style="list-style-type: none"> • How do readers choose a just right book? • How do readers book shop? • How can readers build their stamina? • Why is choosing a “Just Right” book so important. <p><u>Unit 1</u></p> <ul style="list-style-type: none"> • How do we build good reading habits? • How do we show what Readers’s Workshop looks like and 	<p><u>Launching</u></p> <ul style="list-style-type: none"> • Readers follow Reading Workshop routines and procedures • Readers choose “just right books” thinking about their purpose for reading. • Readers build reading stamina <p><u>Unit 1</u></p> <ul style="list-style-type: none"> • Building good reading habits • Reading involves working both independently and with partners.

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sounds like?

- How do partnerships help us to understand our reading?
- Why should we set individual goals when reading?
- Why is it important to tackle tricky words instead of skipping over them?

Word Detectives

- When should good readers stop at problems and signs of trouble?
- How do good readers monitor their reading?
- What strategies do good readers use to help solve unknown words?
- How do good readers use visual information effectively?
- How do good readers apply their knowledge of words to solve words in continuous text?

- Book choices are very important to the process of becoming a better reader.
- Readers use strategies for tackling words
- Readers build stamina

Word Detectives

- Readers always stop at signs of problems and trouble and do something to solve them.
- Readers monitor their reading by locating difficult words, using what they know to try solving those words, and then checking their attempts before trying again or moving on.
- Readers draw their previous knowledge- increasing their bank of high-frequency words- and also using the words they know to help solve unknown words.
- Readers use visual information effectively.
- Readers apply their knowledge of words (phonics) to solve words in continuous text, attending to blends and digraphs, common inflectional endings, syllable breaks, vowel combinations, common spelling patterns, contractions and compound words.

Assessments & Resources

TECHNOLOGY INTEGRATION

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ASSESSMENT

- Writing Benchmark
- Fountas & Pinnell Benchmark Reading Assessment
- Formative Foundations assessments

Teacher created conferencing checklists

[Launching](#)

[Unit 1](#)

[Word Detectives](#)

Teacher created, standards based assessments

[Main Character and Setting Retell](#)

[Beginning Middle and End Retell](#)

[Student Rubric Folder](#) (can be used throughout year)

[Assessments for New Readers or Struggling Readers](#)

Concepts of Print

High Frequency Words

Letter Identification

RESOURCES

- *Foundations*
- *Lucy Calkins Writing Workshop Small Moments*
- *Lucy Calkins Reading Workshop Building Good Reading Habits*
- *Introduction to Readers Workshop Mini-Lessons*
- ***Toolkit Lessons Relevant to this Unit Lesson One: The Art Lesson***

Trade Books / Poetry / Song (Reading)

Unit 1

- Gossie and Gertie
- [Make New Friends](#)
- [Little Miss Muffet](#)
- Kazam's Words

Word Detectives: (If/Then Online Unit)

STANDARDS

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- [Lucy Calkins Online Resources](#) (Registration Required)
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- BrainPop
- Storyworks

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- A Country Mouse and A Town Mouse
- Lost Socks
- [Readers Look Closely](#) (Session 15)

Trade Books (Writing)

- Veggie Monster (Small Moments)
- Roller Coaster (Small Moments)

Shared Reading

Unit 1

- *Ollie the Stomper*
- *Stick and Stone*

Word Detectives: (If/Then Online Unit)

- The Birthday Boy
- [Down by the Bay](#)

Read Alouds

- *Ish* (See Unit 1 Read Aloud Section and Post its)
- *Donovan's Word Jar* (Word Detectives)
- *Library Lion* by Mindy Sterling
- *Fantastic Mr. Fox*
- *Charlotte's Web*

Printable Resources

Launching

- [Reading Inventory](#)
- [Reading Stamina](#)
- [Student Goal Sheet](#)
- [Library Expectation](#)
- [Classroom Library Grand Opening](#)

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- [i Pick](#)
- [5 finger rule](#)
- [Making Connections](#)
- [Reading Log](#)

Unit 1

- [Reading Response Favorite part](#)
- [Retell Hand](#)

Word Detectives

- [Mission Letters](#)
- [Mission Letter Bend III](#)
- [Session 18 Mystery Word Game See online resources](#)

Social Studies Read Aloud Connection

September

- Recess Queen
- *No David* by David Shannon
- *First Day Jitter* by Julie Dannenberg
- *The Best School Year Yet* by Barbara Robinson
- *Millie Waits for the Mail* by Alexander Steffensmeier
- *Click Clack Moo* by Doreen Cronin
- *Kevin Henkes Texts (Lily's Purple Plastic Purse)*

October

- *Room on the Broom*
- *Stellaluna*
- *Frankenfly*
- *Creepy Carrots*
- *Kitten's First Full Moon*

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The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.

ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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6.3.4.A.1 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).

6.1.4.A.1 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.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

HPE2.1.2.C.3 Determine how personal feelings can affect one’s wellness.

HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

HPE2.5.2.A.4 Correct movement errors in response to feedback

[21st Century Skills: Career Ready Practice Standards:](#)
CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

character, setting, detail, opinion, event, beginning, middle, end, illustration, author, lower case letters, upper case letters, capital letter, short vowel sound, long vowel sound

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

Students Receiving Special Education Services

Advanced Learners

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- [WIDA Can Do Descriptors for Grade 1*](#)
- [WIDA Essential Actions Handbook](#)
- [NJDOE Model Curriculum with SLOs - Grade 1](#)
- [FABRIC Paradigm](#)
- [Wall Township ESL Grading Protocol](#)

*Use WIDA Can Do Descriptors in coordination with [Student Language Portraits \(SLPs\)](#).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

- [New Jersey Tiered System of Supports](#)
- [National Center on Universal Design for Learning - About UDL](#)
- [UDL Checklist](#)
- [UDL Key Terms](#)

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions

- [Knowledge and Skill Standards in Gifted Education for All Teachers](#)
- [Pre-K-Grade 12 Gifted Programming Standards](#)
- [Gifted Programming Glossary of Terms](#)

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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	<ul style="list-style-type: none"> • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>
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READING - Instructional Best Practices / Lesson Resources and Instructional Notes

Workshop Notes:

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Launching: The teacher should take a two week time period to introduce students to the Reading Workshop procedures: Introduce classroom library and expectations, good reading behaviors, how to choose a just right book, reading stamina, how to book shop and individual student book storage. See printable resources for ideas.

Unit 1:

The following sessions support student comprehension RL.1.1

Session 1, 2, 5, 6, 7, 16

Session 15 - Extra time may be needed to work on summarizing to introduce your book.

Session 17 - Extra time may be needed to support retell. See resources for additional retelling activities.

Word Detectives: This is a supplemental unit that has many skills and strategies for decoding.

The teacher will guide students through a series of missions. See resources in this document for printable missions

Session 6- The students will earn their word detective badge.

Session 16- The unusual words are contractions and compound words. This can be found in the Share part of this lesson. These should be broken up individual lessons across multiple days.

Session 18- The students will participate in a reading celebration at the end of the unit. They will invite Kindergarten students in to highlight what fabulous readers they have become.

Session 18- During partner time students will play Mystery Words Game.

Teacher Developed Lessons

RL.1.1 The teacher will model how to listen and think about key details of the story. Students will read *Knuffle Bunny*. They will visualize the key details to gain meaning, discuss how the details are important to understanding the story. They will then select a detail to remove from the story and discuss how the story doesn't make sense without that key detail. Students and teacher will record key details on anchor chart.

WRITING - Instructional Best Practices

W.1.1

Zooming in on a small moment- Share zooming in powerpoint. Read: "Rollercoaster Ride" Partner share details from the story. Discuss how this is a small moment. Have students use magnifying glasses to identify the small moment. Help zoom in on given topics creating an anchor chart.

Encourage children to think of and share a small moment, drawing from things they have done. Brainstorm some ideas together. Show a quick example of a finished book and ask students to recall a moment, think what happened first. Students will get started by drawing a small moment they can zoom in on.

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<https://docs.google.com/presentation/d/1CV65-oLgjiwiK-tDemNsF-w0K7PnVINWYVj8NQbRkx4/edit?usp=sharing>

<https://docs.google.com/presentation/d/1Pv1T3Ypm8-OzyjQGIGhyWVzNp5oKx8yw6wYNrtCNo2Q/edit?usp=sharing>

Assessment- Small moment graphic organizer

LANGUAGE - Instructional Best Practices

Suggested Skills

Capitalization of appropriate words in the date, names of people

End punctuation

Sentences (word order, statements, questions and exclamations)

Nouns (singular, plural, irregular plural nouns, possessive, common, proper)

Lesson Ideas

L.1.1B Students will be able to distinguish between common vs. proper nouns. The teacher and students will work together to make an anchor chart showing the differences between common and proper nouns. Students will then work in groups to sort common and proper nouns.

L.1.2 Student will be introduced to “COPS” for editing complete sentences (Capitalization, Organization, Punctuation, Spelling). Using anchor charts and visuals, students will edit sentences using task cards and the COPS checklist.

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UNIT 2

Text Types: Literary and Informational

Writing Genres: Informative and Explanatory Writing

Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

Reading Unit Names:

Learning About the World Reading Nonfiction (Book 2)

Readers Get to Know Characters By Performing (*If, Then*)

Unit Overview:

Learning About the World Reading Nonfiction: This unit is designed to introduce students to non-fiction texts, to be able to read about and learn about things in our world. The children will learn how to slow down their reading and take the time to envision the information and infer so they can learn more from the text. They will understand that when they read with fluency and expression, it will help them to understand and recall information from their books. Children will tackle difficult words in their books to keep on learning. They will share what they have learned about a topic and use the key words to help them.

Readers Get to Know Characters By Performing Books (*If, Then*): This unit uses children's natural role play by inviting them to pretend to be their characters. It focuses on comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters by making connections and empathizing with a character's situations, experiences, and relationships. As Children use their books to help them figure out how to act like the characters readers will also come to know the characters. Even in low-level books, children could learn to use illustrations, what's happening in the story and schema to help them know their characters better. Teachers will want to gather their character books into various baskets and use shared reading and your read-aloud to scaffold this reading work.

Writing Unit Names:

Writing How- To Books Continued (*If Then*)

Nonfiction Chapter Books (Book 2)

Unit Overview:

Nonfiction Chapter Books: In this unit, writers work to write nonfiction picture books. This unit will spotlight using a teaching voice and writing a lot. Writers will also learn how to answer readers' questions and to use those questions to add and subtract information. As the unit continues, children will progress towards writing chapter books giving them opportunities to work on the structure of their text. Students will elaborate their

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teaching by including comparisons, examples, and elements of persuasion. As the unit comes to a close, students will continue to write chapter book adding in simple research methods. To wrap up the unit, students will choose their favorite books to share with an audience.

<p style="text-align: center;">READING</p> <p style="text-align: center;">Critical Knowledge and Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>	<p style="text-align: center;">WRITING</p> <p style="text-align: center;">Critical Knowledge & Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>
<p><i>RL.1.1/RI.1.1</i></p> <ul style="list-style-type: none"> ● <i>Understand what key details are</i> ● <i>Determine what key details are in a text</i> ● <i>Recall key details of texts</i> ● <i>Ask and answer questions about key details</i> ● <i>Ask and prompt who, what where, when, why and how regarding details of a text</i> ● <i>Answer when prompted and use key details from the text</i> ● <i>Ask and answer questions about key details, with support</i> <p><i>RL.1.3</i></p> <ul style="list-style-type: none"> ● <i>Identify key story details</i> ● <i>Provide a description of characters in a story using key details</i> ● <i>Provide a description of the setting of a story using key details</i> ● <i>Provide a description of the major events in a story using key details</i> <p>RI.1.3</p> <ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked <p>RI.1.4</p> <ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content 	<p><i>W.1.2</i></p> <ul style="list-style-type: none"> ● <i>Discern facts from opinion</i> ● <i>Introduce a topic that is well known</i> ● <i>Include some facts about a topic</i> ● <i>Write a closing statement</i> <p><i>W.1.3</i></p> <ul style="list-style-type: none"> ● <i>Tell events in a sequence</i> ● <i>Describe events using details</i> ● <i>Use sequence words to show order of events (e.g., now, when, then)</i> ● <i>End with a closing sentence</i> <p><i>W.1.5</i></p> <ul style="list-style-type: none"> ● <i>Explain what was written when questions are asked by adults and peers</i> ● <i>Reflect on writing and make changes</i> ● <i>Add descriptive words and details</i> ● <i>Attempt to recognize and correct spelling, grammar and punctuation errors</i> <p>W.1.8</p> <ul style="list-style-type: none"> ● 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

Grade 1 ELA Curricular Framework

- Use strategies when faced with an unknown word

RI.1.6

- Determine the difference between information gained by examining pictures and information gained from the words in the text
- Identify the difference between what pictures show and what the words in the text say

RI.1.7

- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details

RI.1.9

- Describe texts that are read, using various points (e.g., pictures, descriptions, etc)
- Identify the similarities and differences of two texts on the same topic
- Use various points of comparison (e.g., pictures, descriptions, etc)

RL.1.9

- Identify the characters in stories
- Describe characters' experiences in the stories
- Identify similarities and differences in characters' experiences in stories
- Identify similarities and differences in what happened to the characters
- Determine how characters solve problems

RL.1.10/RI.1.10

- *Participate in reading activities, either in a group or independently*
- *Articulate the purpose of the reading activities*
- *Model and develop engaging reading habits that lead to reading increasingly complex texts independently*

RF.1.1.A

- *Understand how a sentence is organized*
- *Identify the first word of a sentence*
- *Identify the capitalization used to begin the sentence*
- *Identify the various types of end punctuation*

RF.1.2.A, B, C

- Recall from their own background knowledge to answer research questions

Grade 1 ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Identify long and short vowel sounds in single syllable words</i> • <i>Produce the sound for each letter and blend to make a word</i> • <i>Take apart a word by sounds</i> • 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 <p>RF.1.3.A, B, C</p> <ul style="list-style-type: none"> • Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding <p>RF.1.4.A, B</p> <ul style="list-style-type: none"> • <i>Understand grade-level text when reading</i> • <i>Read grade-level text aloud, making minimal errors</i> • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • <i>Reread text to better understand what was read, when necessary</i> 	
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING AND LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.1.1.A, B, C, D, E</p> <ul style="list-style-type: none"> • <i>Formation of upper and lowercase letters</i> • Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking 	<p>SL.1.1. , SL.1.1.A, SL.1.1.B</p> <ul style="list-style-type: none"> • <i>Participate in variety of rich structured conversations about grade appropriate topics and texts</i> • <i>Follow agreed upon rules for listening to others and taking turns speaking about topics and text</i> • <i>Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</i>

Grade 1 ELA Curricular Framework

<ul style="list-style-type: none"> ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify different tenses of verbs in reading ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing <p>L.1.2.A, B, C, D</p> <ul style="list-style-type: none"> ● <i>Recognize the names of people, days of the week, and months of the year</i> ● <i>Capitalize the appropriate words in the date and the names of people</i> ● <i>Identify different types of end punctuation</i> ● <i>Apply appropriate end punctuation to writing</i> ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation <p>L.1.5.A, B</p> <ul style="list-style-type: none"> ● <i>Group words into categories that logically fit together</i> ● <i>Explain why the words belong in a group</i> ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words <p>L.1.6</p> <ul style="list-style-type: none"> ● <i>Use vocabulary accurately in speaking and writing</i> ● <i>Demonstrate using conjunctions in speaking and writing</i> ● <i>Listen, share and read a variety of texts</i> ● <i>Use new words and phrases when writing, reading and responding to texts</i> 	<ul style="list-style-type: none"> ● Use strategies to respond to the comments of others to build the conversation <p>SL.1.2.</p> <ul style="list-style-type: none"> ● <i>Ask and answer questions about a text read aloud or information through other media to better student understanding</i> ● <i>Practice asking questions for clarification of key details</i> ● <i>Actively listen to presented information to answer questions</i> <p>SL.1.3.</p> <ul style="list-style-type: none"> ● <i>Use strategies for asking questions that are on a topic</i> ● <i>Use strategies for understanding and answering questions asked of them</i> <p>SL.1.4.</p> <ul style="list-style-type: none"> ● <i>Describe familiar people</i> ● <i>Tell about familiar places</i> ● <i>Describe memorable events</i> ● <i>Explain familiar events</i> ● <i>Report facts and details about experiences feelings and emotions</i> <p>SL.1.5.</p> <ul style="list-style-type: none"> ● <i>Add visuals in order to present detailed information to others</i> ● <i>Construct drawings or gather other visual media when describing</i> ● <i>Present information to others using appropriate visual displays to clearly express ideas</i> <p>SL.1.6.</p> <ul style="list-style-type: none"> ● <i>Express thoughts and feelings and ideas in complete sentences</i> ● <i>Speak audibly to naturally express ideas</i>
<p>Essential Questions</p>	<p>Unit Goals/ Enduring Understanding</p>
<ul style="list-style-type: none"> ● How do we learn about the world through nonfiction? ● What can we do when we come across a word we don't know? 	<ul style="list-style-type: none"> ● Readers identify nonfiction books and get our minds ready to read.

Grade 1 ELA Curricular Framework

<ul style="list-style-type: none"> • What does it mean to read like and expert? • How can looking at text features help us learn more about the book? <ul style="list-style-type: none"> • How can readers ask and answer questions to learn more? • What is the main topic? What details support the main topic? 	<ul style="list-style-type: none"> • Readers use strategies to tackle unknown words. • Readers use strategies to read aloud like experts. • Readers understand nonfiction text features. • Readers can ask and answer questions to strengthen their schema. • Readers identify the main topic and supporting key details
ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Reading Assessment • Formative Foundations assessments <p>Teacher created, standards based assessments</p> <ul style="list-style-type: none"> • Main Topic and Key Details • Five Fact Organizer • Read Works has a collection of reading passages and questions to assess main topic and key details. • Nonfiction Reading Passage • Reading to Learn Assessment • Student Rubric Folder (can be used throughout year) <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Foundations</i> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> • <i>Jennifer Serravallo Reading Strategies</i> <p>Trade Books / Poetry / Song (Reading)</p> <ul style="list-style-type: none"> • Hang on Monkey • I Want to Be a Doctor 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> • Google Classroom • Google Docs • Google Slides • SeeSaw • Raz-Kids • Learning Ally • Reading A-Z • Readworks • Newsela • BrainPop • Storyworks

Grade 1 ELA Curricular Framework

- Sharks

Read Alouds/ Shared Reading Texts

- Owls
- Super Storms
- Eagle Flight
- Migration

Suggested Texts and Resources

- A Day at the Firehouse
- Tuti's Play
- Video Clip from Wild Kratts
- National Geographic Young Readers

Social Studies Read Aloud Connection

November

- *How Did Pilgrim Children Live?*
- *From Head to Toe*
- *The Giving Tree*
- *Monarch Butterfly*

December

- *The Polar Express*
- *Moosletoe*
- *The Mitten*
- *The Tiny Seed*
- *Pierre the Penguin: A True Story*
- *The Gingerbread Man Series of Stories*

- Freckle
- Superscience

Grade 1 ELA Curricular Framework

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.A.1 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).

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

Grade 1 ELA Curricular Framework

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
 HPE2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
 HPE2.1.2.C.3 Determine how personal feelings can affect one’s wellness.
 HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
 HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
 HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
 HPE2.5.2.A.4 Correct movement errors in response to feedback
[21st Century Skills: Career Ready Practice Standards:](#)
 CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

fact, opinion, sequence, events, literary (fiction), informational (non-fiction), common noun, proper noun, possessive noun, plural noun, singular noun

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grade 1* • WIDA Essential Actions Handbook • NJDOE Model Curriculum with SLOs - Grade 1 • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p>

Grade 1 ELA Curricular Framework

<p>coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none">• Personal glossary• Text-to-speech• Extended time• Simplified / verbal instructions• Frequent breaks• Small group/One to one• Additional time• Review of directions• Student restates information• Extra visual and verbal cues and prompts• Preferential seating• Verbal and visual cues regarding directions and staying on task• Checklists• Immediate feedback	<p>as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">• Listen to audio recordings instead of reading text• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge• Work with fewer items per page and/or materials in a larger print size• Use a visual blocker• Use visual presentations of verbal material, such as word webs and visual organizers• Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">• Give responses in a form (oral or written) that's easier for him/her• Dictate answers to a scribe• Capture responses on an audio recorder• Use a spelling dictionary or electronic spell-checker• Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none">• Work or take a test in a different setting, such as a quiet room with few distractions• Sit where he/she learns best (for example, near the teacher)• Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">• Take more time to complete a task or a test• Have extra time to process oral information and directions• Take frequent breaks, such as after completing a task	<ul style="list-style-type: none">• Use of high level academic vocabulary/texts• Problem-based learning• Pre-assess to condense curriculum• Interest-based research• Authentic problem-solving• Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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Grade 1 ELA Curricular Framework

	<p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
<p>At Risk Learners / Differentiation Strategies</p>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>

READING - Instructional Best Practices

Unit 2 Lesson Notes

Toolkit Lessons:

Suggested lessons to be inserted after session 2

Lesson 2 Notice and Think about Non-Fiction Features and their Purpose

Lesson 3 Explore NF Features

After session 3, teach **Toolkit Lesson 7** Merge thinking with New Learning (May take more than one day)

Session 5 and Session 6 cover **Main Idea and Key details**. You may want to take extra time to supplement this.

After Bend 2, you may want to teach **Lessons 9-11 from the toolkit**.

Bend III can be done after teaching these toolkit lessons.

Session 18- This a celebration of the completion of the unit and what your students are experts in. You can invite a Kindergarten class in to celebrate!

Helpful Strategy Group Lesson Ideas

Main Topic and Key Details

Grade 1 ELA Curricular Framework

Visualizing

Predicting the topic and text titles based on the big idea of the text.

Identifying facts vs. opinions

Ask and Answer Questions

Summarizing Information

Additional Lesson Ideas

Thanksgiving Reader's Theatre

Locating Text Features RI.1.7

Students use illustrations and details in a text to describe the key details.

Students will read self-selected texts and identify the features using nonfiction text feature cards.

[Conferring Checklist](#)

Asking and Answering Questions

[Slide Presentation](#)

Assessment: Students can use a post-it write a questions during their independent reading.

[If Then Unit Readers Get to Know Characters by Performing Their Books](#)

- If you feel your class has demonstrated a strong understanding of the NF Reading standards refer to the If then Unit to teach fiction mini-unit.
- You will want to choose teaching points relevant to your class needs listed on pages 65-68 of the If Then Teaching Resource.
- Inferencing and Character Traits can be tied into this unit.
- Can be carried over into Unit 3

WRITING - Instructional Best Practices

W.1.1 Students will write informative/explanatory texts in which they name a topic, supply facts, and provide a sense of closure. Students will research an animal using [Pebblego.com](#). Students will record facts to include in an all about book on a [graphic organizer](#).

W.1.3. Students write using transition words to explain a daily routine. They will choose a classroom activity, such as the morning routine. Students will create sequence pictures of the daily routine then write the steps of the daily routine based on the pictures. Students will include transitions words when writing.

LANGUAGE - Instructional Best Practices

Suggested Skills

Grade 1 ELA Curricular Framework

Verbs (present-tense, past- and future-tense)

Is and Are

Was and Were

Has and Have

Go and Do

See and Saw

Adverbs that tell when

Lesson Ideas

L.1.2. Students will write a friendly letter and be able to use commas in dates and series of a list. Students will use the “Friendly Letter Chant” to remember parts of a letter.

Grade 1 ELA Curricular Framework

UNIT 3

Text Types: Literary and Informational
Writing Genres: Opinion Writing, Poems (Strong emphasis on grammar and vocabulary)
Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

Reading Unit Names:

Readers Get to Know Characters By Performing Their Book Continued (*If Then*)
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (Book 3)

Unit Overview: In this unit children learn that they are ready to take on big and important jobs as a reader to develop independence and to take charge of their own reading. This unit sets children up to be able to read increasingly complex texts with accuracy, comprehension, and fluency, all of which require the development of great problem solving skills. Children will learn to stop as soon as they encounter difficulty, draw from the strategies they've been accumulating to solve a problem, and then check to see that they got it right. The teacher will focus on strengthening and expanding students' word-solving strategies, adding more tools to their toolkits, and reminding students to draw from multiple sources of information in their problem solving. Children will learn how to use strategies in higher level texts, with longer, more complex words, maintaining meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.

Writing Unit Names:

Writing Reviews- Bend I & Bend II (Book 3)
[Music in Our Hearts: Writing Songs and Poetry \(*If Then*\)](#)

Unit Overview:

Writing Reviews: In this unit students will learn that writing can give them a way to make and defend decisions and opinions. They will learn to write their judgments, their reasons for those judgments, and to organize their reasons, supplying supporting details. This unit will encourage writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It will also encourage students towards using and revising more complex sentences, using linking words. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Grade 1 ELA Curricular Framework

Poetry: Across this unit, you will teach students to write with powerful language using metaphors and comparisons to convey feelings. Students will learn to use precise and also vivid language to capture what they see and feel. Using read alouds and shared reading to introduce students to a variety of poems will build students' understanding of the importance of language to convey meaning. Students can take part in poetry centers to help experiment with different types of poetry. The end goal of the unit will be to have learners writing poetry on topics they care about.

<p style="text-align: center;">READING</p> <p style="text-align: center;">Critical Knowledge and Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>	<p style="text-align: center;">WRITING</p> <p style="text-align: center;">Critical Knowledge & Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>
<p><i>RL.1.1/RI.1.1</i></p> <ul style="list-style-type: none"> ● <i>Understand what key details are</i> ● <i>Determine what key details are in a text</i> ● <i>Recall key details of texts</i> ● <i>Ask and answer questions about key details</i> ● <i>Ask and prompt who, what where, when, why and how regarding details of a text</i> ● <i>Answer when prompted and use key details from the text</i> ● <i>Ask and answer questions about key details, with support</i> <p><i>RL.1.2</i></p> <ul style="list-style-type: none"> ● <i>Identify the key details of a story</i> ● <i>Retell stories in their words capturing the key details</i> ● Explain the story's central idea or message <p>RI.1.2</p> <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text <p><i>RI.1.3</i></p> <ul style="list-style-type: none"> ● <i>Identify the key people, events, ideas, or information in a text</i> ● <i>Explain how two individuals, events, ideas or pieces of information are linked</i> 	<p>W.1.1</p> <ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section <p><i>W.1.2</i></p> <ul style="list-style-type: none"> ● <i>Discern facts from opinion</i> ● <i>Introduce a topic that is well known</i> ● <i>Include some facts about a topic</i> ● <i>Write a closing statement</i> <p><i>W.1.5</i></p> <ul style="list-style-type: none"> ● <i>Respond to adults' and peers' (conferences and writing partner) questions and suggestions</i> ● <i>Reflect on writing and make changes</i> ● <i>Add descriptive words and details</i> ● <i>Recognize and correct spelling, grammar and punctuation errors</i> <p>W.1.6</p> <ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary

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RI.1.4

- *Identify words in text where the meaning is unclear or unknown*
- *Ask and answer questions to help understand what words and phrases mean in the text*
- *Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content*
- *Use strategies when faced with an unknown word*

RL.1.4

- ***Recognize feeling words and phrases in texts***
- ***Recognize sensory words texts***
- ***Describe what feeling or sense the words and phrases are appealing to the senses.***

RL.1.7

- *Interpret illustrations to develop a better understanding of the story*
- *Identify an illustration that helps to describe the character, setting, events*
- *Explain how illustrations describe important story elements*
- *Describe story elements using story details*

RI.1.7

- *Interpret illustrations to develop a better understanding of the text*
- *Identify an illustration that helps describe the key details*
- *Explain how illustrations describe important key details*
- *Describe a text using the details*

RL.1.10/RI.1.10

- *Participate in reading activities, either in a group or independently*
- *Articulate the purpose of the reading activities*
- *Model and develop engaging reading habits that lead to reading increasingly complex texts independently*

RF.1.1.A

- *Understand how a sentence is organized*
- *Identify the first word of a sentence*
- *Identify the capitalization used to begin the sentence*

W.1.7

- **Understand their role in the shared projects**
- **Contribute to the project from beginning to end**
- **Use graphic organizers to aid in collaboration**

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- *Identify the various types of end punctuation*

RF.1.2.A, B, C, D

- *Identify long and short vowel sounds in single syllable words*
- *Produce the sound for each letter and blend to make a word*
- *Take apart a word by sounds*
- *Discern letter sounds at the beginning, middle, and end of words*
- *Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words*
- **Determine each phoneme of spoken one-syllable words**

RF.1.3.A, B, C, D, E

- *Identify digraphs in orally produced words*
- *Produce the letters that make the sounds in words with digraphs*
- *Use specific strategies to decode words with digraphs*
- *Produce the letter sounds to make a one-syllable word*
- *Identify irregularly spelled words when reading*
- *Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding*
- **Identify long and short vowels when reading one-syllable words**
- **Accurately read both long and short vowels in common one-syllable words**
- **Use specific strategies to decode words using syllables**
- **Recognize the vowel sound in every syllable**

RF.1.4.A, B, C

- *Understand grade-level text when reading*
- *Read grade-level text aloud, making minimal errors*
- *Use an appropriate rate when reading aloud*
- *Use appropriate expression and inflection when reading text aloud*
- **Use appropriate self-correction strategies to read words and for understanding**
- *Reread text to better understand what was read, when necessary*

LANGUAGE
Critical Knowledge & Skills

SPEAKING & LISTENING
Critical Knowledge & Skills

Grade 1 ELA Curricular Framework

<p><i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p><i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.1.1.C, D, E, F, G, H</p> <ul style="list-style-type: none"> <i>Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking</i> <i>Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</i> <i>Identify different tenses of verbs in reading</i> <i>Explain how verbs can express past, present, and future</i> <i>Use verb tense to express past, present, and future in writing</i> 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 <p>L.1.2.A, B, C, D, E</p> <ul style="list-style-type: none"> <i>Understand that dates and names are capitalized</i> <i>Recognize proper nouns when reading and apply when writing</i> <i>Apply knowledge of ending punctuation to writing</i> <i>Recognize the comma</i> <i>Explain the purpose and function of a comma</i> <i>Apply rules for using commas in writing to dates and to single word series</i> <i>Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation</i> Apply knowledge of phonemic awareness and spelling conventions to spell untaught words <p>L.1.4.A, B, C</p> <ul style="list-style-type: none"> Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts Explain the meaning of common affixes 	<p>SL.1.1. , SL.1.1.A, SL.1.1.B, SL.1.1.C</p> <ul style="list-style-type: none"> <i>Participate in variety of rich structured conversations about grade appropriate topics and texts</i> <i>Follow agreed upon rules for listening to others and taking turns speaking about topics and text</i> <i>Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</i> <i>Use strategies to respond to the comments of others to build the conversation</i> Ask question(s) when confused during a discussion <p>SL.1.2.</p> <ul style="list-style-type: none"> <i>Ask and answer questions about a text read aloud or information through other media to better student understanding</i> <i>Practice asking questions for clarification of key details</i> <i>Actively listen to presented information to answer questions</i> <p>SL.1.3.</p> <ul style="list-style-type: none"> <i>Use strategies for asking questions that are on a topic</i> <i>Use strategies for understanding and answering questions asked of them</i> <p>SL.1.4.</p> <ul style="list-style-type: none"> <i>Describe familiar people</i> <i>Tell about familiar places</i> <i>Describe memorable events</i> <i>Explain familiar events</i> <i>Report facts and details about experiences feelings and emotions</i> <p>SL.1.5.</p> <ul style="list-style-type: none"> <i>Add visuals in order to present detailed information to others</i> <i>Construct drawings or gather other visual media when describing</i>

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<ul style="list-style-type: none"> ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue <p>L.1.5.A, B, C</p> <ul style="list-style-type: none"> ● <i>Group words into categories that logically fit together</i> ● <i>Explain why the words belong in a group</i> ● <i>Identify attributes of words put into categories</i> ● <i>Use the attribute to extend the definition of categorized words</i> ● <i>Use and understand words that are rich in meaning in reading, speaking, and writing</i> ● <i>Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</i> <p>L.1.6</p> <ul style="list-style-type: none"> ● <i>Use vocabulary accurately in speaking and writing</i> ● <i>Demonstrate using conjunctions in speaking and writing</i> ● <i>Listen, share and read a variety of texts</i> ● <i>Use new words and phrases when writing, reading and responding to texts</i> 	<ul style="list-style-type: none"> ● <i>Present information to others using appropriate visual displays to clearly express ideas</i> <p>SL.1.6.</p> <ul style="list-style-type: none"> ● <i>Express thoughts and feelings and ideas in complete sentences</i> ● <i>Speak audibly to naturally express ideas</i>
<p>Essential Questions</p>	<p>Unit Goals/ Enduring Understanding</p>
<ul style="list-style-type: none"> ● As readers what tools help us solve unknown words? ● As readers how do our tools help us understand what we are reading? 	<ul style="list-style-type: none"> ● Readers have important jobs to do by using various reading strategies to help us understand what we are reading. ● Readers use tools to read fluently. ● Readers use tools to understand their reading. ● Readers use everything they know to get the job done. ● Readers can self monitor for meaning. ● Readers use strategies to develop their vocabulary.

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	<ul style="list-style-type: none"> • Readers can visualize to help understand text. • Readers can grow their schema to better understand text.
RESOURCES	TECHNOLOGY INTEGRATION
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Formative Foundations assessments • High Frequency Word Assessment (optional) • Running Records <p>Teacher created, standards based assessments</p> <ul style="list-style-type: none"> • Unit 3 checklist • Fluency Checklist • Student Rubric Folder (can be used throughout year) <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Foundations</i> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> • <i>Biggest, Strongest, Fastest</i> • <i>The Snowman Storybook</i> • <i>The Story of Martin Luther King, Jr.</i> • <i>Are You from India?</i> • <i>Birds</i> • <i>Go Gator!</i> • <i>Penguins All Around</i> • <i>Sneezy Snowman</i> • <i>From Puppy to Guide Dog</i> • <i>How to Build a Snowman</i> • <i>Chrysanthemum</i> • <i>Schools Then and Now</i> • <i>Life Long Ago</i> • <i>How to Grow a Sunflower</i> 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.1 Identify how technology impacts or improves life.</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> • Google Classroom • Google Docs • Google Slides • SeeSaw • Raz-Kids • Learning Ally • Reading A-Z • Readworks • BrainPop

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- *How to Grow a Hyacinth*
- *Fly with a Butterfly*

Trade Books / Poetry / Song (Reading)

- The Dinosaur Chase
- Zelda and Ivy
- Be a Reading Boss (Print from Unit Resources)

Read Alouds/ Shared Reading Text

- Frog and Toad Are Friends
- Tumbleweed Stew

Suggested Texts and Resources

- A Visitor for Bear
- Chester's Way
- George and Martha

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>

- Storyworks
- Freckle
- Superscience

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- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.

ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

HPE2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

HPE2.1.2.C.3 Determine how personal feelings can affect one's wellness.

HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

HPE2.5.2.A.4 Correct movement errors in response to feedback

[21st Century Skills: Career Ready Practice Standards:](#)

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

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KEY VOCABULARY

Key vocabulary may include but are not limited to:

key detail, central idea, message, main idea, opinion, reason, closing, similarities, differences, question, statement, adjective, conjunction

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grade 1* ● WIDA Essential Actions Handbook ● NJDOE Model Curriculum with SLOs - Grade 1 ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p>Students with 504 Plans</p>

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<ul style="list-style-type: none">● Review of directions● Student restates information● Extra visual and verbal cues and prompts● Preferential seating● Verbal and visual cues regarding directions and staying on task● Checklists● Immediate feedback	<ul style="list-style-type: none">● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge● Work with fewer items per page and/or materials in a larger print size● Use a visual blocker● Use visual presentations of verbal material, such as word webs and visual organizers● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">● Give responses in a form (oral or written) that's easier for him/her● Dictate answers to a scribe● Capture responses on an audio recorder● Use a spelling dictionary or electronic spell-checker● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none">● Work or take a test in a different setting, such as a quiet room with few distractions● Sit where he/she learns best (for example, near the teacher)● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">● Take more time to complete a task or a test● Have extra time to process oral information and directions● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none">● Complete fewer or different homework problems than peers● Shorten assignment● Answer fewer or different test questions● Create alternate projects or assignments	<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers
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READING - Instructional Best Practices

Session 11: The share for this lesson has students reflect on their reading and set a goal for the word solving strategy that they want to use more often. It is helpful to print the mini-chart tools for checking and solving hard words from the [Unit Resources](#).

Session 13 : Visualizing is a key skill covered in this lesson. You may want to take extra time to supplement this lesson.

Helpful Strategy Lessons

Session 3: Serravallo Reading Strategy Book 3.10 Juggle All Three Balls p 89

After Session 10: Serravallo Reading Strategy Book 3.11 Apply Your Word Study to Book Reading p 90

After Session 12: Serravallo Reading Strategy Book 3.8 Think While you read the words p 87

Goal 4 (Jennifer Serravallo) Teaching Fluency: Reading with Phrasing, Intonation, and Automaticity

Goal 5 (Jennifer Serravallo) Supporting Comprehension in Fiction: Understanding Plot and Setting

Additional Lessons

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Students will retell stories, including key details, and demonstrate understanding of their central message or lesson. Students will use retell spoons/buttons to retell a fiction story on their level. Mentor Text: *The Snowman Storybook*. Activity: Students will use snowman retell spoon/buttons to retell a fiction story on their level. Assessment: Students should have a partner record their retell using SeeSaw. After recording, students can score themselves using a student friendly rubric. Teacher can go back and listen to retell to assess student's mastery of the standard.

[I Can Retell Snowman Visuals](#)

[by Nancy VandenBerge](#)

firstgradewow.blogspot.com

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[Student Fiction Retelling Rubric](#)

WRITING -Notes / Instructional Best Practices

[If / Then Poetry Unit](#) Possible planning and pacing

W.1.5 Students will work with peers to add details to strengthen writing and ideas.

[Color and Shape Poem templates](#) (could be used for published poems)

LANGUAGE - Instructional Best Practices

Suggested Skills:

Conjunctions

Adjectives

Adjectives that compare

Context Clues

Shades of Meaning

Similes

Metaphors

Antonyms

Lesson Ideas

L.1.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students will use editing sheets to fix or add capitalization using the editing symbol of three lines under the letter that should be capitalized and a diagonal line through capitals that should be lowercase.

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UNIT 4

Text Types: Literary and Informational

Writing Genres: Opinion Writing, Narrative Writing, Routine Writing

Unit Pacing: 4th Marking Period - **End of March - Middle of June**

Reading Unit Names:

Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)

Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (*If Then*)

Reading Unit Overview: In this unit children will experience the power of story as they learn about empathy, imagination, envisionment, and prediction. Readers will track the events of a story, paying attention to the shifts in setting and the story events the characters experience. They will read longer and more complex texts and be able to determine importance when retelling key details in sequence. Children will study characters and relationships, learning all they can about their likes and dislikes, what they do and say. They will be able to infer how the characters are feeling, and they will practice reading fluently, reading in a way that reflects how the character is feeling and bringing him to life. Children will also dig deeper and be able to pull out life lessons from the stories they read. They will recommend favorite books to others, passing along life lessons.

Writing Unit Names:

From Scenes to Series: Writing Fiction (Book 4)

Writing Reviews Bend III- Book Reviews (Book 3)

Writing Like a Scientist (*If Then*) Optional Unit

Unit Overview:

From Scenes to Series: Writing Fiction (Book 4):

This unit is designed to teach students how to story tell and plan stories. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create. In this unit they will deepen their partner work and continue to learn strategies to revise their writing. Children will be taught how to move from

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being accomplished storytellers to becoming accomplished writers of stories. The goal of the unit will be to write well-elaborated realistic fiction stories, aligned to the NJ Student Learning Standards. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Writing Reviews Bend III- Book Reviews (Book 3):

In this Unit students will work to write book reviews. They will revisit teaching points and anchor charts from Unit 3 to summarize, evaluate, judge and defend their judgements. This unit end by teaching children to present their book reviews much like the *Reading Rainbow* book reviews of years past from PBS.

<p style="text-align: center;">READING</p> <p style="text-align: center;">Critical Knowledge and Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>	<p style="text-align: center;">WRITING</p> <p style="text-align: center;">Critical Knowledge & Skills</p> <p style="text-align: center;"><i>*Italicized - spiraling skills throughout units</i></p> <p style="text-align: center;">*Bold - Focus skills of this unit</p>
<p><i>RL.1.1/RI.1.1</i></p> <ul style="list-style-type: none"> ● <i>Understand what key details are</i> ● <i>Determine what key details are in a text</i> ● <i>Recall key details of texts</i> ● <i>Ask and answer questions about key details</i> ● <i>Ask and prompt who, what where, when, why and how regarding details of a text</i> ● <i>Answer when prompted and use key details from the text</i> ● <i>Ask and answer questions about key details, with support</i> <p><i>RL.1.2</i></p> <ul style="list-style-type: none"> ● <i>Identify the key details of a story</i> ● <i>Retell stories in their words capturing the key details</i> ● <i>Explain the story's central idea or message</i> <p><i>RI.1.2</i></p> <ul style="list-style-type: none"> ● <i>Identify the key details of a text</i> ● <i>Retell texts in their own words capturing the key details</i> ● <i>Identify the main topic of the text</i> <p><i>RI.1.3</i></p> <ul style="list-style-type: none"> ● <i>Identify the key people, events, ideas, or information in a text</i> ● <i>Explain how two individuals, events, ideas or pieces of information are linked</i> 	<p><i>W1.1</i></p> <ul style="list-style-type: none"> ● <i>Introduce the topic</i> ● <i>Express an opinion on the topic</i> ● <i>Include a reason to support the opinion</i> ● <i>Include a closing statement or section</i> <p><i>W.1.2</i></p> <ul style="list-style-type: none"> ● <i>Discern facts from opinion</i> ● <i>Introduce a topic that is well known</i> ● <i>Include some facts about a topic</i> ● <i>Write a closing statement</i> <p><i>W.1.3</i></p> <ul style="list-style-type: none"> ● <i>Tell events in a sequence</i> ● <i>Describe events using details</i> ● <i>Use sequence words to show order of events (e.g., now, when, then)</i> ● <i>End with a closing sentence</i> <p><i>W.1.5</i></p> <ul style="list-style-type: none"> ● <i>Respond to adults' and peers' (conferences and writing partner) questions and suggestions</i> ● <i>Reflect on writing and make changes</i> ● <i>Add descriptive words and details</i> ● <i>Recognize and correct spelling, grammar and punctuation errors</i>

Grade 1 ELA Curricular Framework

RL.1.4

- *Recognize feeling words and phrases in texts*
- *Recognize sensory words texts*
- *Describe what feeling or sense the words and phrases are appealing to*

RI.1.4

- *Identify words in text where the meaning is unclear or unknown*
- *Ask and answer questions to help understand what words and phrases mean in the text*
- *Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content*
- *Use strategies when faced with an unknown word*

RI.1.7

- *Interpret illustrations to develop a better understanding of the story*
- *Identify an illustration that helps to describe the character, setting, events*
- *Explain how illustrations describe important story elements*
- *Describe story elements using story details*

RI.1.7

- *Interpret illustrations to develop a better understanding of the text*
- *Identify an illustration that helps describe the key details*
- *Explain how illustrations describe important key details*
- *Describe a text using the details*

RI.1.8

- **Identify the key points an author is making in a text**
- **Recognize the author's reasoning by finding support within the text**
- **Explain how this information is useful, with scaffolding, as needed**

RL.1.9

- *Identify the characters in stories*
- *Describe characters' experiences in the stories*
- *Identify similarities and differences in characters' experiences in stories*
- *Identify similarities and differences in what happened to the characters*

W.1.6

- *Use technology to create and publish writing, with support when necessary*
- *Use technology to collaborate with peers, with adult support when necessary*

W.1.7

- *Understand their role in the shared projects*
- *Contribute to the project from beginning to end*
- *Use graphic organizers to aid in collaboration*

W.1.8

- *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*

Grade 1 ELA Curricular Framework

- *Determine how characters solve problems*

RI.1.9

- *Describe texts that are read, using various points (e.g., pictures, descriptions, etc)*
- *Identify the similarities and differences of two texts on the same topic*
- *Use various points of comparison (e.g., pictures, descriptions, etc)*

RL.1.10/RI.1.10

- *Participate in reading activities, either in a group or independently*
- *Articulate the purpose of the reading activities*
- *Model and develop engaging reading habits that lead to reading increasingly complex texts independently*

RF.1.1.A

- *Understand how a sentence is organized*
- *Identify the first word of a sentence*
- *Identify the capitalization used to begin the sentence*
- *Identify the various types of end punctuation*

RF.1.2.A, B, C, D

- *Identify long and short vowel sounds in single syllable words*
- *Produce the sound for each letter and blend to make a word*
- *Take apart a word by sounds*
- *Discern letter sounds at the beginning, middle, and end of words*
- *Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words*
- *Determine each phoneme of spoken one-syllable words*

RF.1.3.A, B, C, D, E

- *Identify digraphs in orally produced words*
- *Produce the letters that make the sounds in words with digraphs*
- *Use specific strategies to decode words with digraphs*
- *Produce the letter sounds to make a one-syllable word*
- *Identify irregularly spelled words when reading*
- *Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding*
- *Identify long and short vowels when reading one-syllable words*

Grade 1 ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Accurately read both long and short vowels in common one-syllable words</i> • <i>Use specific strategies to decode words using syllables</i> • <i>Recognize the vowel sound in every syllable</i> <p>RF.1.4.A, B, C</p> <ul style="list-style-type: none"> • <i>Understand grade-level text when reading</i> • <i>Read grade-level text aloud, making minimal errors</i> • <i>Use an appropriate rate when reading aloud</i> • <i>Use appropriate expression and inflection when reading text aloud</i> • <i>Use appropriate self-correction strategies to read words and for understanding</i> • <i>Reread text to better understand what was read, when necessary</i> 	
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.1.1.D, E, F, G, H, I, J</p> <ul style="list-style-type: none"> • <i>Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</i> • <i>Identify different tenses of verbs in reading</i> • <i>Explain how verbs can express past, present, and future</i> • <i>Use verb tense to express past, present, and future in writing</i> • <i>Identify adjectives and explain their function in reading</i> • <i>Use common adjectives in writing</i> • <i>Identify conjunctions and explain their function in reading</i> • <i>Use common conjunctions in writing</i> • <i>Identify determiners and explain their function in reading</i> • <i>Use determiners in writing</i> • Identify and explain the purpose of prepositions in reading • Use prepositional words in writing • Demonstrate sentence variety in speaking and writing 	<p>SL.1.1. , SL.1.1.A, SL.1.1.B, SL.1.1.C</p> <ul style="list-style-type: none"> • <i>Participate in variety of rich structured conversations about grade appropriate topics and texts</i> • <i>Follow agreed upon rules for listening to others and taking turns speaking about topics and text</i> • <i>Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</i> • <i>Use strategies to respond to the comments of others to build the conversation</i> • <i>Ask question(s) when confused during a discussion</i> <p>SL.1.2.</p> <ul style="list-style-type: none"> • <i>Ask and answer questions about a text read aloud or information through other media to better student understanding</i> • <i>Practice asking questions for clarification of key details</i> • <i>Actively listen to presented information to answer questions</i>

Grade 1 ELA Curricular Framework

L.1.2.A, B, C, D, E

- *Understand that dates and names are capitalized*
- *Recognize proper nouns when reading and apply when writing*
- *Apply knowledge of ending punctuation to writing*
- *Apply rules for using commas in writing to dates and to single word series*
- *Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation*
- *Apply knowledge of phonemic awareness and spelling conventions to spell untaught words*

L.1.4.A, B, C

- *Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts*
- *Explain the meaning of common affixes*
- *Demonstrate accurate inflection when reading (reading a question vs. reading a statement)*
- *Use knowledge of common affixes and inflection to understand words*
- *Apply root words and their inflectional forms in reading, writing and speaking*
- *Consistently decode words using the meaning of affixes root word, and inflection as a clue*

L.1.5.C, D

- *Use and understand words that are rich in meaning in reading, speaking, and writing*
- *Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing*
- **Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives**

L.1.6

- *Use 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*

SL.1.3.

- *Use strategies for asking questions that are on a topic*
- *Use strategies for understanding and answering questions asked of them*

SL.1.4.

- *Describe familiar people*
- *Tell about familiar places*
- *Describe memorable events*
- *Explain familiar events*
- *Report facts and details about experiences feelings and emotions*

SL.1.5.

- *Add visuals in order to present detailed information to others*
- *Construct drawings or gather other visual media when describing*
- *Present information to others using appropriate visual displays to clearly express ideas*

SL.1.6.

- *Express thoughts and feelings and ideas in complete sentences*
- *Speak audibly to naturally express ideas*

Grade 1 ELA Curricular Framework

Essential Questions	Unit Goals/ Enduring Understandings
<ul style="list-style-type: none"> As readers how do we show that we understand what we have read? As readers how do we examine character traits? As readers how do we express our opinions about books? As readers how do we reflect on the stories we have read? 	<ul style="list-style-type: none"> Readers retell their book adventures. Readers better understand characters and their traits. Readers better understand the relationships between the characters Readers learn important lessons from books. Readers share opinions about books they have read. Readers better understand setting and plot of story.
ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> Writing Benchmark Fountas & Pinnell Benchmark Reading Assessment Formative Foundations assessments Running Records <p>Teacher created, standards based assessments</p> <ul style="list-style-type: none"> Best practice - Problem and solution graphic organizer (teacher made) Project: Creating bumper stickers to share the lesson of the text. Words and Phrases that Show Feeling RL.1.4 Reading Suitcase/Goal Card Template Student created fortune cookie Unit 4 Checklist Compare and Contrast Student Rubric Folder (can be used throughout year) <p>RESOURCES</p> <ul style="list-style-type: none"> <i>Foundations</i> <i>Lucy Calkins Writing Workshop</i> <i>Lucy Calkins Reading Workshop</i> 	<p>STANDARDS</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> Google Classroom Google Docs Google Slides SeeSaw Raz-Kids Learning Ally

Grade 1 ELA Curricular Framework

Trade Books / Poetry / Song (Reading)

- *Iris and Walter*
- *Mr. Putter and Tabby*
- *Poppleton*

Read Alouds/ Shared Reading Texts

- *Upstairs Mouse, Downstairs MOLE*
- *George and Martha*

Suggested Texts and Resources

- *The Ghost Eye Tree*
- *Off We Go!*
- *Pancakes for Breakfast*
- *Curious George Gets a Metal*
- *No David*
- *Ruthie and the (Not So) Teeny Tiny Lie*
- *The Carrot Seed*

Suggested Series Texts

- *Frog and Toad*
- *Henry and Mudge*
- *Zelda and Ivy*
- *Nate the Great*
- *Ivy and Bean*
- *Fly Guy*
- *Little Critter*
- *Fancy Nancy*
- *Martin Redpost*
- *Junie B Jones*
- *Houndsley and Catina*
- *Amber Brown*
- *Pinky and Rex*

- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

Grade 1 ELA Curricular Framework

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.

VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.

VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.

VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

ETS1.A Asking questions, making observations, and gathering information are helpful in thinking about problems.

ETS1.B Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

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

Grade 1 ELA Curricular Framework

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
 HPE2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
 HPE2.1.2.C.3 Determine how personal feelings can affect one’s wellness.
 HPE2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
 HPE2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
 HPE2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
 HPE2.5.2.A.4 Correct movement errors in response to feedback
[21st Century Skills: Career Ready Practice Standards:](#)
 CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

character, setting, problem, solution, main idea, verb, adjective, sequence, revise, describe, fiction, non-fiction, opinion

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grade 1* • WIDA Essential Actions Handbook • NJDOE Model Curriculum with SLOs - Grade 1 • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts

Grade 1 ELA Curricular Framework

<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<p>to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers 	<ul style="list-style-type: none"> • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities
<p>Students with 504 Plans</p>		
<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>		

Grade 1 ELA Curricular Framework

	<ul style="list-style-type: none"> • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>

READING - Instructional Best Practices

Unit 4

Before teaching Unit 4 be sure to have your library organized so that readers can easily access books in series

For example:

Spot E/F

Biscuit E/F/G

Puppy Sam G/H

Little Critter H/I/J

Clifford J

Henry and Mudge J

Poppleton J

Mr. Putter and Tabby J

Grade 1 ELA Curricular Framework

Fancy Nancy J/K
Fly Guy K
Nate the Great K
Amber Brown Young Reader K/L
Franklin K/L/M
Arthur L/M
Marvin Redpost L
Pinky and Rex L
Junie B Jones M
Magic Tree House
Ivy and Bean
Amber Brown O

Suggested Supplemental Lessons

Toolkit Book Determining the Importance fits in well after session 4.
Toolkit book Summarize and Synthesize fits well before Bend III
Leaving Tracks in our Reading: Using Think Marks While We read

Suggested Strategy Lessons

After Session 4: It is helpful to teach engagement and questioning strategy lessons (Jennifer Serravallo 2.12 and 2.13)
After Session 5: Summarizing What's Most Essential (Jennifer Serravallo 5.3 pg 136)
After Session 7 Jennifer Serravallo Reading Strategy 6.2: What's in the Bubble? pg 167
After Session 10: Jennifer Serravallo Reading Strategy 7.7 : Mistakes Can Lead to Lessons pg 200

If Then Unit Possibilities (*Select lesson teaching points based on class needs*)

Online Unit: [Studying Characters and Their Stories](#) or Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (RI.1.8)ma

Lessons supporting Best Practices

Question Wheels RL 1.2

Students will read self selected leveled books during reading station. Students will use the non-fiction or fiction [Question Wheels](#) to demonstrate understanding and/or retell the story by using the seesaw app.

Grade 1 ELA Curricular Framework

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

Assessment: Character Profile Project

[Character Profile Project](#)

Best Practice -Poem Flip Book **RL.1.4**

[Flip Book](#)

Dirt on my shirt prompt - Read poem and write a connection to the poem. Modify or add prompt as needed)

[Curriculum Corner Poetry Book](#)

Flip book with 5 senses

Students Can extend by making individual poems refer to link Curriculum corner -poetry booklet

[my-poetry-book](#).

Life Lesson Jot Lot **RL.1.2**

Using a blank large calendar, assign each student a number. During independent read have students jot their books life lesson on a post it. During the session share place the post it in their correlating jot lot spot.

Extension: during another lesson students can sort lessons based on similarities.

WRITING - Instructional Best Practices

Book Reviews

W.1.1 Students will 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. Students will make their own commercial for the book and present it to the class.

LANGUAGE - Instructional Best Practices

Suggested Skills

Shades of meaning for character feelings and traits

Prepositions/prepositional phrases

Pronouns

Possessive Pronouns

Indefinite Pronouns

Using I and Me

Grade 1 ELA Curricular Framework

Adverbs that Tell How

L.1.2 Students will write a sentence on a sentences strip describing their favorite foods, then glue noodles as commas.