

NORTHFIELD COMMUNITY SCHOOL
ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK
BOE APPROVED AUGUST 2024

Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

Language - Foundational Skills: Reading (RF)

K-5 emphasize importance in:

- decoding and encoding words
- analyzing word parts
- reinforcing awareness of segments of sounds in speech and how they link to letters
- develop reading accuracy, fluency, and comprehension
- highlight broad oral language skills

Foundational Skills: Writing (WF)

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

K-5 emphasize importance in:

- emphasizing sound-letter basics
- advancing letter formation skills and stamina-building
- develop encoding and spelling skills
- using elements of grammar, syntax, and punctuation in sentence composition
- facilitating development of writing skills and habits

Reading - Literary Text

Informational Text

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

Writing

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

Speaking and Listening

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)
- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

Summary of Anchor Statements

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout a kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

READING Anchor Standards and Progress Indicators include:

- Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Complexity of Text
- Reading and Foundational Skills

Print Concepts (gr K,1)

Phonological Awareness (gr K,1)

Phonics and Word Recognition (gr K,1,2,3,4,5)

Fluency (gr K,1,2,3,4,5)

WRITING Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SPEAKING AND LISTENING Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

GRADE: 1st

PACING GUIDE: Adventures of the Superkids (Review Unit & Units 1-16)

	1st MP	2nd MP	3rd MP	4th MP
UNITS	Review Unit, Unit 1, Unit 2, Unit 3, Unit 4	Unit 5, Unit 6, Unit 7, Unit 8	Unit 9, Unit 10, Unit 11 Unit 12	Unit 13, Unit 14, Unit 15 Unit 16
READING	Review Short vowels: a, e, i o, u, ch, tch/ch/, sh/sh/, wh/hw/, th/th/, ng/ng/, le/əl/, Rhyming words, er/èr/, ed/ed/, ed/d/ ed/t, Review ck/k/	Add -ing and -ed to CVC and CVCC words, Long-vowel sounds, Long- and short-vowel patterns, CVCe (Super e) words, CVCe words with -s, -ing, -ed, Review adding -s, -ing, -ed to CVCC and CVC words, CVVC words with ai, oa, ea, ee, ue, ie	Contractions with n't, Irregular contractions with n't (can't, don't, won't), y/ī/, y/ē/, ay/ā/, Add -er and -est to words ending in y, Contractions with is, are, and will, Long-vowel Trickers (open syllables), all/ôl/, aw/ô/, Syllabication	ar/är/, or/ôr/, er, ir, ur, ar, or, ear/èr/, oi, oy/oi/, Soft c and g (c/s/, g/j/), ow, ou/ou/, ow/ô/, Prefix re-, Syllabication, oo/oo/, oo/oo/, Tag-along e words
WRITING	R: Labels, Lists, Sentences 1: Narrative, 2: Informative 3: Opinion, 4: Narrative	5: Descriptive, 6: Informative 7: Correspondence 8: Opinion	9: Narrative, 10: Explanatory 11: Opinion, 12: Descriptive	13: Narrative, 14: Poetry 15: Informative 16: Narrative & Opinion
SPEAKING & LISTENING	Tell and retell stories and events in logical order, Express ideas with complete sentences, Ask and Respond to "wh" questions, Follow directions, Follow 2-3 step directions	Tell and retell stories and events in logical order, Express ideas with complete sentences, Ask and Respond to "wh" questions, Follow directions, Follow 2-3 step directions	Tell and retell stories and events in logical order, Express ideas with complete sentences, Ask and Respond to "wh" questions, Follow directions, Follow 2-3 step directions	Tell and retell stories and events in logical order, Express ideas with complete sentences, Ask and Respond to "wh" questions, Follow directions, Follow 2-3 step directions
LANGUAGE	Pronouns, Personal and possessive pronouns, Words that are both nouns and verbs, Question words (where, what, why, when, which, who,) Question marks, Complete sentences, Verbs, Noun and verb suffixes (-er, -ed), Capitalization and end marks	Adjectives, Time of action verbs with -ing and -ed, Noun suffix -er, Conjunctions (and, or), Punctuate dialogue Edit for capitalization and end marks, Plurals with -s and -es, Comparisons using good, better, and best, Adjectives CVVC words with -ing and -ed	Contractions with -n't, Add -er and -est endings, Adjectives ending with -y, Comparative and superlative adjectives, Accurate use of pronouns, Homophones their/there, it's/ its, you're/your, Combine sentences using conjunction and	Review editing for capitalization and end marks, Review capitalization of titles, Adverbs with -ly, Prefix re-, Syllabication, Edit writing for capitalization, punctuation, and spelling, Review superlative adjectives, Verbs and adjectives in poetry

REVIEW UNIT - Time Frame : 3 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types., RL.1.6 Identify who is telling the story at various points in a text., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., D. Segment spoken single-syllable words into their complete sequence of individual sounds

(phonemes)., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Review Unit Reader, Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self reflection, and add details to strengthen writing and ideas as needed., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Draw and label portrait. Discuss and practice different types of sentences. Use nouns to complete sentences. Use verbs to complete sentences. Add details to sentences. Write sentences about playing. Write sentences about favorite activities. Write sentences about animals. Edit sentences for completeness and end marks.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings., SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.,B. Use common, proper, and possessive nouns., C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)., F. Use frequently occurring adjectives., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate

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

Reading Skills Focus:

Phonemic Awareness: Associate letters, Identify vowels and consonants, Identify short vowel sounds

Phonics: Review Alphabet, Decode and Encode short vowel words, Decode ck/k/,

Comprehension: Review the Superkids Characters

Language & Writing Skills Focus:

Spelling: Memory Words: I, a, the, for, you, like, to, of, no, was, put, said

Grammar: Plural -s, dialogue punctuation and said

Vocabulary: Determine the meaning of key vocabulary words.

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from

the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Beginning of the Year Test: Part 1: Phonemic Awareness Identify spoken words that begin or end with the same letter-sound RF.1.2, **Part 2:** Phonological Awareness Identify rhyming words RF.1.2, **Part 3:** Phonics Associate letters with sounds RF.1.3, **Part 4:** Decoding Decode short-vowel words and associate them with pictures RF.1.3, **Part 5:** Fluency Read Memory Words with accuracy and automaticity L.1.2D, RF.1.4B, **Part 6:** Comprehension Recall details and understand characters (literary text) RL.1.2, RL.1.3, **Part 7:** Writing Write sentences about a topic L.1.1J

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Book Talk Journals, Book Club, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 1 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types., RL.1.6 Identify who is telling the story at various points in a text., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic

menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Narrative: Stories (a few sentences in length) about things they've done and places they've gone.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and

answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings., SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.,B. Use common, proper, and possessive nouns., D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, everything)., H. Use determiners (e.g., articles, demonstratives)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize dates and names of people., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Articulate /ch/, /ō/, /sh/, /ā/, Isolate initial, final, medial phonemes, Blend phonemes, Segment phonemes in Elkonin Boxes

Phonics: ch, tch/ch/, sh/sh/

Fluency: Observe punctuation, Read a poem rhythmically

Comprehension: Literary: Plot: problem and solution, Cause and effect, **Informational:** Compare and contrast, Text structure

Language & Writing Skills Focus:

Spelling: Encode words with ch, tch, and sh, Memory Words: I, my, she, her, he, his

Grammar: Pronouns (she, her, he, his, I, my) Personal and possessive pronouns Words that are both nouns and verbs,

Vocabulary: Pronouns Multiple-meaning words, Words to Know: communicate, powerful, balance

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 1: Part 1: Word Recognition Read Memory Words L.1.2D, RF.1.4B, **Part 2:** Fluency

Read ch, tch, and sh words with accuracy and automaticity RF.1.3, RF.1.4B, **Part 3: Comprehension** Understand main idea, details, and vocabulary; draw conclusions (informational text) RI.1.2, RI.1.3, RI.1.4
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Solving problems, Keep trying

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations
Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 2 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)., B. Decode regularly spelled one-syllable words., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., RF.1.4.A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Informative: Questions about topics and answers based on information from an interview, a story, and shared research.

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

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., H. Use determiners (e.g., articles, demonstratives)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word

relationships and nuances in word meanings., A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent., B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Articulate /ē/, / ī /, /ū/, /th/, /Th/, Isolate initial, final, medial phonemes, Blend phonemes, Segment phonemes

Phonics: wh/hw/, th/th/,

Fluency: Read dialogue and speech balloons, Sound out decodable words

Comprehension: **Literary:** Setting Picture-text relationships **Informational:** Text features: labels Text structure

Language & Writing Skills Focus:

Spelling: Encode words with wh/hw/, th/th/, Memory Words: where, what, why, when, which, who

Grammar: Question words (where, what, why, when, which, who), Question marks, Complete sentences,

Vocabulary: Question words, Names of coins, Idioms, Words to Know: choices, carefully, decision

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a

word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 2: Part 1: Decoding Decode words with sh, ch, tch, wh, th RF.1.3A, RF.1.3B, **Part 2:** Vocabulary Understand question words and pronouns L.1.1D, **Part 3:** Comprehension Understand plot and characters (literary text) RL.1.2, RL.1.3

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS: Helping someone feel better.

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids

Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations
Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 3 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell

stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types., RL.1.6 Identify who is telling the story at various points in a text., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details

regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Opinion: Sentences stating opinions and supporting reasons, and a paragraph with an opinion and reasons telling which season is best.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings., SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)., H. Use determiners (e.g., articles, demonstratives)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions

to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Articulate /ng/, Isolate initial, final phonemes, Blend phonemes, Segment phonemes (with and without Elkonin Boxes)

Phonics: ng/ng/, le/əl/, Rhyming words

Fluency: Read a poem rhythmically, Read with natural phrasing

Comprehension: Literary: Compare and contrast poems, Plot: problem and solution, **Informational:** Text features (headings, diagrams), Text structure

Language & Writing Skills Focus:

Spelling: Encode words with ng/ng/, le/əl/, Memory Words: do, have, show, how, me, a

Grammar: Verbs are and is

Vocabulary: Synonyms and antonyms, Words to Know: healthy, usually, compare, opinion

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 3: Part 1: Word Recognition Read Memory Words L.1.2D, RF.1.4B, **Part 2:** Fluency Read th, wh, ng, and le words with accuracy and automaticity RF.1.3, RF.1.4B, **Part 3:** Comprehension Identify main idea, connect ideas, and understand vocabulary (informational text) RI.1.2, RI.1.3, RI.1.4
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS: Taking turns and working together.

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations
Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 4 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the

distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., C. Know final -e and common vowel team conventions for representing long vowel sounds., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Narrative: Story and a book about something they did, each including three connected events.

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

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard

English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.,B. Use common, proper, and possessive nouns., C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., H. Use determiners (e.g., articles, demonstratives)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Identify same initial phonemes, Isolate final phonemes, Blend phonemes, Segment phonemes (with and without Elkonin Boxes)

Phonics: er/èr/, ed/ed/, ed/d/, ed/t/

Fluency: Read long words accurately, Observe punctuation and read expressively

Comprehension: Literary: Sequence of events Plot: beginning, middle, and end **Informational:** Text structure Compare and contrast

Language & Writing Skills Focus:

Spelling: Encode words with er/ èr/, ed/ed/, ed/d/, ed/t/, Memory Words: look, your, the, was, are, for

Grammar: Noun and verb suffixes (-er, -ed), Capitalization and end marks, Nouns and verbs,

Vocabulary: Sequence words, Prefix -un, Suffix -ed, Words to Know: interesting, project, constructed

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story

important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 4: Part 1: Decoding Decode words with le, ng, -ed, -er RF.1.3, RF.1.3A, RF.1.3E, L.1.4C, **Part 2:** Vocabulary Identify antonyms L.1.1F, L.1.4, 154 **Part 3:** Comprehension Identify main idea and recall details (informational text) RI.1.2, **Part 4:** Writing Write a narrative with connected events W.1.3
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Getting good ideas, Helping others

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 5 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read

longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures), RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation), RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and

provide some sense of closure.

Writing Focus: Descriptive: Descriptions of a shoe, a place, and an imagined creature.

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

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., F. Use frequently occurring adjectives., G. Use frequently occurring conjunctions (e.g., and, but, or, so, because)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the

meanings., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Identify same initial, final phonemes, Segment phonemes, Delete initial phonemes

Phonics: Add -ing and -ed to CVC and CVCC words, Review ck/k/

Fluency: Read words with -ing and -ed endings smoothly, Observe typographical clues

Comprehension: Literary: Character traits, Cause and effect, **Informational:** Draw conclusions, Main idea and details

Language & Writing Skills Focus:

Spelling: Words with -ing , -ed, and -er endings, Memory Words: there, from, be, to, we, or

Grammar: Adjectives, Time of action verbs with -ing and -ed, Noun suffix -er, Conjunctions (and, or)

Vocabulary: Shades of meaning between verbs, Verbs with suffix -er, Words to Know: wonder, curious, discover, imagine

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from

others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?
SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?
L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 5: Part 1: Word Recognition: Read Memory Words, **Part 2:** Fluency: Read with accuracy and automaticity phrases that include words with -er, -ed, and -ing endings, **Part 3:** Fluency: Read Memory Words with accuracy and automaticity, **Part 4:** Comprehension: Understand plot and cause and effect (literary text) Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:
Thinking for yourself

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):
The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.
Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 6 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text

complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., A. Distinguish long from short vowel sounds in spoken single-syllable words., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., C. Know final -e and common vowel team conventions for representing long vowel sounds., D. Distinguish long and short vowels when reading regularly spelled one-syllable words., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Informative: Fact card and informational paragraph about topics they know a lot about.

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

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

Reading Skills Focus:

Phonemic Awareness: Isolate medial phonemes, Identify same final phonemes, Segment phonemes, Delete final phonemes

Phonics: Long-vowel sounds, Words with CV patterns, Long- and short-vowel patterns, CVCe (Super e) words

Fluency: Read a poem rhythmically, Read dialogue with expression

Comprehension: **Literary:** Draw conclusion,s Picture-text relationships, **Informational:** Picture-text relationships, Text features (maps, labels, bold text)

Language & Writing Skills Focus:

Spelling: Encode words with CV and CVCe patterns, Encode long- and short-vowel patterns, Memory Words: said, only, you, out, of, here

Grammar: Punctuate dialogue, Edit for capitalization and end marks

Vocabulary: Antonyms, Suffixes -ness and -less, Meanings of signs and symbols, Words to Know: clever, helpful, expect

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the

text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 6: Part 1: Decoding Decode words with -ed, -ing endings, and CV, CVCe patterns RF.1.3C, L.1.4C, **Part 2:** Vocabulary Understand words with prefix -un, suffixes -ness, -less, -er L.1.4B, **Part 3:** Comprehension Understand plot (beginning, middle, and end) and draw conclusions (literary text) RL.1.2 Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Deciding how to play together

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 7 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode

and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., A. Distinguish long from short vowel sounds in spoken single-syllable words., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., C. Know final -e and common vowel team conventions for representing long vowel sounds., D. Distinguish long and short vowels when reading regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Correspondence: Safety tip sign, message for a classmate, and a friendly letter.

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

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., F. Use frequently occurring adjectives., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize dates and names of people., B. Use end punctuation for sentences., C. Use commas in dates and to separate single words in a series., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked,

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

Reading Skills Focus:

Phonemic Awareness: Identify same initial phonemes, Categorize initial phonemes, Segment phonemes, Add initial phonemes

Phonics: CVCe words with -s, -ing, -ed, Review adding -s, -ing, -ed to CVCC and CVC words

Fluency: Read a poem with rhyme and rhythm, Read with expression

Comprehension: Literary: Patterns in a text Text structure: beginning, middle, end, **Informational:** Compare and contrast, Sequence of events

Language & Writing Skills Focus:

Spelling: Encode CVCe words with -s, -ing, -ed, Review adding -s, -ing, -ed to CVCC and CVC words, Form plurals with -s and -es, Memory Words: oh, any, day, good, very, want

Grammar: Plurals with -s and -es, Comparisons using good, better, and best Interjections, Abbreviations,

Vocabulary: Review good, better, best Interjections, Words to Know: swiftly, speedy, distance, skilled

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and

words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 7: Part 1: Word Recognition Read Memory Words L.1.2D, RF.1.4B, **Part 2:** Fluency Read with accuracy and automaticity sentences that include long-vowel words (CV and CVCe patterns) RF.1.3C, RF.1.4B, **Part 3:** Comprehension Compare and contrast, understand vocabulary (informational text) RI.1.3, RI.1.4 Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Thanking others politely, Calming down when upset

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance

21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 8 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.6 Identify who is telling the story at various points in a text., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish

between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., A. Distinguish long from short vowel sounds in spoken single-syllable words., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., C. Know final -e and common vowel team conventions for representing long vowel sounds., D. Distinguish long and short vowels when reading regularly spelled one-syllable words., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Opinion: Opinion paragraph with supporting reasons for playing inside or playing outside, plus an opinion or reason presented in a class debate.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate

to clarify ideas, thoughts, and feelings.

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

Reading Skills Focus:

Phonemic Awareness: Isolate medial phonemes, Categorize final phonemes, Segment phonemes, Add final phonemes

Phonics: CVVC words with ai, oa, ea, ee, ue, ie

Fluency: Read at an appropriate rate, Observe dialogue punctuation

Comprehension: Literary: Setting, Cause and effect, **Informational:** Steps in a process, How-to text structure

Language & Writing Skills Focus:

Spelling: Encode CVVC words with ai, oa, ea, ee, ue, ie, Add -ing and -ed to CVVC words, Memory Words: would, could, some, one, new, were

Grammar: Adjectives, CVVC words with -ing and -ed

Vocabulary: Categorize words for toys, Homophones, Words to Know: create, exactly, category

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story

important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Superkids Midyear Test: Part 1: Decoding Decode short- and long-vowel words RF.1.3A, RF.1.3B, RF.1.3C, L.1.4C, **Part 2:** Spelling Correctly spell words with sound spelling patterns that have been taught L.1.2D, **Part 3:** Fluency Read with accuracy and automaticity sentences that include long-vowel words (CVCe and CVVC patterns) RF.1.3C, RF.1.4B, **Part 4:** Fluency Read Memory Words with accuracy and automaticity L.1.2D, RF.1.4B, **Part 5:** Vocabulary Categorize L.1.5A, L.1.5B, **Part 6:** Comprehension Identify main idea and recall details (informational text) RI.1.2, **Part 7:** Comprehension Identify setting, understand plot (beginning, middle, end), recognize cause and effect (literary text) RL.1.2, RL.1.3, **Part 8:** Writing Write an opinion paragraph with supporting reasons W.1.1

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Reusing and recycling, Asking nicely

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 9 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types., RL.1.6 Identify who is telling the story at various points in a text., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., D. Distinguish long and short vowels when reading regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and

provide some sense of closure., W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self reflection, and add details to strengthen writing and ideas as needed., W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Narrative: Personal narrative about an event in their lives, organized with a beginning, middle, and end.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., F. Use frequently occurring adjectives., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize dates and names of people., A. Capitalize dates and names of people., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is

a large cat with stripes)., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Identify same initial phonemes, Categorize initial phonemes, Segment phonemes, Substitute initial phonemes

Phonics: Contractions with n't, Irregular contractions with n't (can't, don't, won't)

Fluency: Read dialogue with expression

Comprehension: Literary: Beginning, middle, and end, Literary vs. informational text, **Informational:** Main idea and details, Sequence of events

Language & Writing Skills Focus:

Spelling: Encode regular and irregular contractions with n't, Add -er and -est endings, Memory Words: boy, girl, two, four, about, over, before

Grammar: Contractions with -n't, Add -er and -est endings

Vocabulary: Compound words, Irregular contractions, Names for baby animals, Words to Know: audience, talent, explain

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a

word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 9: Part 1: Structural Analysis Identify words that make up contractions with n't RF.1.3, **Part 2:** Word Recognition Read Memory Words from Units 8 and 9 L.1.2D, **Part 3:** Fluency Read a literary text at an appropriate rate with accuracy and understanding RL.1.10, RF.1.4A, RF.1.4B, **Part 4:** Comprehension Understand main idea and details, author's reasons, cause and effect, and vocabulary (informational text) RI.1.10, RF.1.4A Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Clearing up misunderstandings, Waiting patiently

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc.

UNIT 10 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those

listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words.,C. Know final -e and common vowel team conventions for representing long vowel sounds., D. Distinguish long and short vowels when reading regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

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

Writing Focus: Explanatory: Instructional texts each explaining how to do something they know how to do well.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings., SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., F. Use frequently occurring adjectives., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., B. Use end punctuation for sentences., C. Use commas in dates and to separate single words in a series., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Isolate final phonemes, Identify same final phonemes, Categorize final phonemes, Segment phonemes, Substitute final phonemes

Phonics: y/ī/, y/ē/, ay/ā/, Add -er and -est to words ending in y

Fluency: Read at an appropriate rate, Read dialogue with expression

Comprehension: Literary: Sequence of events, **Informational:** Main idea and details, Author's purpose: informational vs. how-to

Language & Writing Skills Focus:

Spelling: Encode words with y/ī/, y/ē/, ay/ā/, Add -y to form adjectives, Add -er and -est to words ending in y, Memory Words: down, too, work, many, first

Grammar: Adjectives ending with -y, Comparative and superlative adjectives

Vocabulary: Adjectives ending with -y, Weather words, Comparative and superlative adjectives, Use context clues, Words to Know: produce, plenty, disturb

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 10: Part 1: Decoding Decode words with -y, -ay, -ier, -iest RF.1.3B, RF.1.3C, L.1.2D, **Part 2:** Vocabulary Understand adjectives ending with -y, -ier, -iest L.1.1F, **Part 3:** Comprehension Understand sequence, problem and solution, and vocabulary (literary text) RL.1.10, RF.1.4A
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Making good use of time, Being patient

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 11 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., C. Know final -e and common vowel team conventions for representing long vowel sounds., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided

sources to answer a question.

Writing Focus: Opinion: Book review that states an opinion and supporting reasons for liking a book or story.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, everything)., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., G. Use frequently occurring conjunctions (e.g., and, but, or, so, because)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize dates and names of people., A. Capitalize dates and names of people., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Isolate initial, medial phonemes, Identify same medial phonemes, Segment phonemes, Substitute medial phonemes

Phonics: Contractions with is, are, and will, Long-vowel Trickers (open syllables)

Fluency: Read with appropriate volume and expression, Read with appropriate stress

Comprehension: **Literary:** Setting, Compare and contrast texts, **Informational:** Main idea and details

Language & Writing Skills Focus:

Spelling: Encode contractions with is, are, and will, Encode long-vowel Trickers (open syllables), Memory Words: their, now, always, because, been

Grammar: Accurate use of pronouns, Homophones their/there, it's/ its, you're/your

Vocabulary: Homophones their/there, it's/ its, you're/your, Figurative language, Use context clues, Synonyms, Words to Know: soar, control, depend

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

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SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase

my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 11: Part 1: Word Recognition Read Memory Words from Units 10 and 11 L.1.2D,
Part 2: Fluency Read an informational text at an appropriate rate with accuracy and understanding RI.1.10, RF.1.4B,
Part 3: Comprehension Identify genre, compare and contrast, connect ideas, and understand vocabulary (informational text) RI.1.10, RF.1.4A
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS: Looking out for others, Taking care of public places

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

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Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self reflection, and add details to strengthen writing and ideas as needed., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Descriptive: Descriptions of a class activity and other fun activity, written with precise words and lots of details.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings., SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., F. Use frequently occurring adjectives., G. Use frequently occurring conjunctions (e.g., and, but, or, so, because)., I. Use frequently occurring prepositions (e.g., during, beyond, toward)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

writing., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Locate phonemes, Articulate /ô/, Isolate final phonemes, Segment phonemes, Manipulate phonemes: mixed practice

Phonics: all/ôl/, aw/ô/, **Syllabication**

Fluency: Read with natural phrasing and expression

Comprehension: **Literary:** Beginning, middle, and end, Cause and effect, **Informational:** Text features (arrows and diagrams), Author's purpose and reasoning

Language & Writing Skills Focus:

Spelling: Encode all and aw words, Memory Words: come, coming, they, our, put

Grammar: Combine sentences using conjunction and

Vocabulary: Words about basketball, Antonyms, Words to Know: puzzled, collapse, steep, system

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare

and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 12: Part 1: Decoding and Structural Analysis Decode words with long-vowel trickers, all, aw, and contractions RF.1.3, **Part 2:** Vocabulary Understand adjectives and antonyms L.1.1F, L.1.4, **Part 3:** Comprehension Understand plot (beginning, middle, and end), sequence, and vocabulary (literary text) RL.1.10, RF.1.4A, **Part 4:** Writing Write explanatory steps to tell how to do an activity W.1.2
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS: Giving it a try, Doing the right thing for its own sake

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 13 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell

stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.6 Identify who is telling the story at various points in a text., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

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

Writing Focus: Narrative: Fiction story produced as a picture book with a beginning, middle, and end.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

Reading Skills Focus:

Phonemic Awareness: Articulate /är/, /ôr/, /èr/, Isolate final, medial phonemes, Identify same medial phonemes, Segment phonemes, Manipulate phonemes: mixed practice

Phonics: ar/är/, or/ôr/, er, ir, ur, ar, or, ear/èr/

Fluency: Observe punctuation while reading, Read at an appropriate rate

Comprehension: Literary: Characters and plot, Draw conclusions about characters' feelings, **Informational:** Text structure, Main idea and details

Language & Writing Skills Focus:

Spelling: Encode words with ar/är/, or/ôr/, and er, ir, ur, ar, or, ear/êr/, Memory Words: cold, know, does, laugh, both, again

Grammar: Review editing for capitalization and end marks, Review capitalization of titles

Vocabulary: Synonyms, Job titles with er and or, Suffix -ful, Words to Know: vast, report, fear

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does

using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 13: Part 1: Word Recognition Read Memory Words from Units 12 and 13 L.1.2D, **Part 2:** Fluency Read Memory Words with accuracy and automaticity L.1.2D, RF.1.4B, **Part 3:** Fluency Read a literary text at an appropriate rate with accuracy and understanding RL.1.10, RF.1.4B, **Part 4:** Comprehension Identify main idea, connect ideas, understand vocabulary, and draw conclusions (informational text)
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS: Talking about fears, Helping your community

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations
Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 14 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.9 Compare and contrast the adventures and experiences of characters in stories., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding

words., B. Decode regularly spelled one-syllable words., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Poetry: Action poem, cinquain, “I am” poem, and a noise poem.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings., SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., F. Use frequently occurring adjectives., I. Use frequently occurring prepositions (e.g., during, beyond, toward)., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of

a word., C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent., B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Articulate /oi/, Isolate final, medial phonemes, Locate phonemes, Segment phonemes, Manipulate phonemes: mixed practice

Phonics: oi, oy/oi/, Soft c and g (c/s/, g/j/)

Fluency: Observe punctuation while reading, Read at an appropriate rate

Comprehension: Literary: Characters' motivations, Plot: problem and solution, **Informational:** Main idea and details, Text features and diagrams

Language & Writing Skills Focus:

Spelling: Encode words with oi/oi/, oy/oy/, Encode words with c/s/, g/j/, Memory Words: kind, buy, find, right, wash, light

Grammar: Adverbs with -ly

Vocabulary: Multiple meanings of right, kind, light, Alphabetize words, Onomatopoeia, Adverbs with -ly, Words to Know: attract, guide, flexible

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from

the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 14: Part 1: Decoding Decode words with r-controlled vowels, oi, oy, soft c and g RF.1.3, RF.1.3B, **Part 2:** Vocabulary Understand synonyms and adverbs with -ly L.1.4B, L.1.5, **Part 3:** Comprehension Understand characters and vocabulary (literary text) RL.1.10, RF.1.4A
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Responding to teasing, Taking responsibility

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 15 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries,

electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., A. Distinguish long from short vowel sounds in spoken single-syllable words., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., C. Know final -e and common vowel team conventions for representing long vowel sounds., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

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

Writing Focus: Informative: Informational book about a topic they researched.

Speaking and Listening - Primary Focus Standards: SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others’ talk in conversations by responding to the comments of others through multiple

exchanges., C. Ask questions to clear up any confusion about the topics and texts under discussion., SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media., SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize dates and names of people., A. Capitalize dates and names of people., B. Use end punctuation for sentences., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Articulate /ou/, Isolate final, medial phonemes, Locate phonemes, Segment phonemes, Manipulate phonemes: mixed practice

Phonics: ow, ou/ou/, ow/ō/, Prefix re-, Syllabication

Fluency: Read with appropriate phrasing, Observe punctuation while reading

Comprehension: **Literary:** Lessons taught in stories, **Informational:** Main idea and details, Author's purpose and reasons

Language & Writing Skills Focus:

Spelling: Encode ow and ou words, Words with re-, Memory Words: warm, walk, give, once, done

Grammar: Prefix re, Syllabication, Edit writing for capitalization, punctuation, and spelling

Vocabulary: Prefix re, Verbs that mean to look, Words to Know: spoiled, scatter, scowl

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

RL: How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

RI: How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

RF: How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

W: How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

SL: When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

L: Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

ASSESSMENTS: Unit Test 15: Part 1: Word Recognition Read Memory Words from Units 14 and 15 L.1.2D,
Part 2: Fluency Read an informational text at an appropriate rate with accuracy and understanding RI.1.10, RF.1.4B,
Part 3: Comprehension Cite text evidence, locate and connect information, and understand vocabulary (informational text) RI.1.10, RF.1.4A

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Learning with practice, Being a good sport

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Superkids Textbooks, Superkids Workbooks, Decodables, Superkids Super Smart, Superkids Super-Duper, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 16 - Time Frame : 2 Weeks

Overview: The First Grade Superkids program allows students to: understand letter sounds, use analysis skills, use phonetic and structural patterns, read and spell 88 new Dolch words/104 Sitton words, decode stories and informational text, learn new vocabulary words and fluency skills, use proper mechanics, parts of speech, and grammar usage to aid their comprehension. Students master more complex phonetic elements and learn to decode

and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

READING - Primary Focus Standards: RL.1.1 Ask and answer questions about key details in a text., RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson., RL.1.3 Describe characters, settings, and major event(s) in a story, using key details., RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses., RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types., RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events., RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above., RI.1.1 Ask and answer questions about key details in a text., RI.1.2 Identify the main topic and retell key details of a text., RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text., RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text., RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text., RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text., RI.1.7 Use the illustrations and details in a text to describe its key ideas., RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)., RI.1.10 With prompting and support, read informational texts at grade level text complexity or above., RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills., A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)., RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word., C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words., RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words., B. Decode regularly spelled one-syllable words., C. Know final -e and common vowel team conventions for representing long vowel sounds., E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound., RF.1.4 Read with sufficient accuracy and fluency to support comprehension., A. Read grade-level text with purpose and understanding., B. Read grade-level text orally with accuracy, appropriate rate, and expression., C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Text Type: Unit Reader, Decodables, Super Smart, Super-Duper (fiction, non-fiction)

WRITING - Primary Focus Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure., W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure., W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure., W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed., W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Focus: Narrative & Opinion: Memory book with a memorable event story and a favorite thing story.

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

Language - Primary Focus Standards: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters., B. Use common, proper, and possessive nouns., E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)., F. Use frequently occurring adjectives., J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts., L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., B. Use end punctuation for sentences., C. Use commas in dates and to separate single words in a series., D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words., E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions., L.1.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1

reading and content, choosing flexibly from an array of strategies., A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word., L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings., A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent., C. Identify real-life connections between words and their use (e.g., note places at home that are cozy)., L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Reading Skills Focus:

Phonemic Awareness: Articulate /oʊ/, /oo/, /ā/, /ē/, Isolate medial phonemes, Segment phonemes, Manipulate phonemes: mixed practice Delete second phoneme in initial blends

Phonics: oo/oo/, oo/oo/, Tag-along e words

Fluency: Read with natural phrasing, Read a poem rhythmically

Comprehension: Literary: Plot: problem and solution, Summarize, **Informational:** Picture-text relationships, Text structure

Language & Writing Skills Focus:

Spelling: Encode oo words, Encode Trickers with Tag-along e, Memory Words: live, eight, old, hold, write

Grammar: Review superlative adjectives, Verbs and adjectives in poetry

Vocabulary: Book genres, Antonyms, Homophones, Homographs, Descriptive language, Words to Know: public, education, persuade, locate

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ASSESSMENTS: Superkids End-of-Year Test: Part 1: Decoding Decode words with ou, ow, oo and tag-along e RF.1.3, RF.1.3B, **Part 2:** Vocabulary Understand antonyms and homophones L.1.4, L.1.5, **Part 3:** Spelling Correctly spell words with sound spelling patterns that have been taught L.1.2D, **Part 4:** Word Recognition Read Memory Words from Unit 16 and previous units L.1.2D, **Part 5:** Fluency Read Memory Words with accuracy and automaticity L.1.2D, RF.1.4B, **Part 6:** Fluency Read a literary text at an appropriate rate with accuracy and understanding RL.1.10, RF.1.4B, **Part 7:** Comprehension Recognize genre, compare and contrast, identify a story's lesson (literary text) RL.1.10, RF.1.4A, **Part 8:** Writing Write an informational paragraph about a topic W.1.2
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:

Avoid jumping to conclusions, Making group decisions

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