

BUTLER SCHOOL DISTRICT

Grade 1 English Language Arts Curriculum

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Adapted from:
New Jersey Student Learning Standards
New Jersey Department of Education Instructional Units for English Language Arts

Reviewed by:
Dr. Daniel R. Johnson, Superintendent
Suzanne Greco, Humanities Supervisor

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VISION

The Butler School District's English Language Arts Department believes the future belongs to those who can think critically and communicate effectively. Our teachers are determined to provide students with the skills to analyze, adapt, collaborate, innovate, persevere and thrive in an ever-changing world. The English Language Arts curriculum provides students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The rich, educational experience provided within the Butler School District will produce young adults with the foundation and preparation they need for the future.

As a result of a Butler English Language Arts education, students will be able to...

- Synthesize language skills across disciplines
- Articulate clearly in all domains (reading, writing, speaking and listening, and language) with diverse groups of people and in diverse settings
- Appreciate and understand all genres of literature and writing that span across a range of topics and complexity
- Appreciate and understand the viewpoints of others and respond thoughtfully
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Demonstrate awareness of global issues and a duty to society
- Use language to thoughtfully build and contribute to communities
- Persevere through difficult situations and tasks
- Maintain a growth mindset despite adversity
- Manage time when completing larger tasks
- Utilize self-reflection as a tool for growth and development

COURSE OVERVIEW

The Butler School District's Grade 1 Curriculum was developed to help students reach mastery of grade level expectations according to the New Jersey Student Learning Standards. In this course, students will:

- Apply foundational reading skills to read and interpret literature and informational text while learning to write descriptive, meaningful, and well-crafted personal narratives
- Gather knowledge through the shared research process by pulling evidence from informational sources and synthesizing the information in an effort to write an explanatory piece.
- Analyze text structure and author's point of view in literature and informational text in order to craft a piece of opinion writing.
- Synthesize a variety of reading pieces across multiple genres to gain an understanding of the world around them and develop a writing piece of their choice.

GOALS

The goals of the Grade 1 English Language Arts Curriculum are the Grade 1 Progress Indicators within the New Jersey Student Learning Standards.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE for English Language Arts ***(Pacing Guide)***

Unit of Study	Estimated Time
Unit I: Interpreting Text for Meaning and Opinion Writing	September-December (4 months)
Unit II: Structures of Text, Points of View and Informational/Explanatory Writing	January-March (3 months)
Unit III: Reading Literature and Narrative Writing	April-Mid May (6 weeks)
Unit IV: Multigenre Reading and Writing with Independence	Mid May-June (6 weeks)

SCOPE AND SEQUENCE for Foundational Units Grade 1 ***(Pacing Guide)***

Unit of Study	Estimated Time
Unit I: Phases 5-6: CVC Mini Lessons, Decoding and encoding (closed vs. open syllables)	September-October (2 months)
Unit II: Phase 7: Word Solving with Digraphs and Blends	November-January (3 months)
Unit III: Phase 8: Word Solving with Long and R-Controlled Vowels	February-March (2 months)
Unit IV: Phase 9: Reading Big Words (Syllabication)	April-June (3 months)

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the

Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES

In the Butler Public Schools, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the use of public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child's learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School district are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student's education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

Diverse texts and choices create:

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

UNIT
Unit 1: Interpreting Text for Meaning and Opinion Writing (Modules A & B)
UNIT SUMMARY
<p>In this unit, a community of readers and writers will be established within the classroom. The students will read with stamina, engagement, and fluency. Readers will also use context to confirm, self-correct or reread. In addition, students will learn to establish a purpose for reading, answer questions about texts, and use illustrations and key details to describe characters and settings. As they explore fiction and nonfiction texts, students will support their thinking with evidence from the text. This unit introduces opinion writing, where students will introduce a topic, state their opinion including reasons, and provide a closure. Peer suggestions or questions will encourage students to add detail to their writing. Students will use digital tools, with guidance and support from adults, to produce and publish writing.</p> <p>Students will participate in collaborative conversations with diverse partners using agreed-upon rules for speaking and listening. By engaging in daily phonemic awareness activities and letter and word study, students will learn to hear letter-sound connections and develop an awareness of how words work.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS
<p>Module A:</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p style="padding-left: 40px;">A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>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.</p> <p style="padding-left: 40px;">A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p style="padding-left: 40px;">B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p style="padding-left: 40px;">C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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.

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.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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

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).

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

SL.1.6. Produce complete sentences when appropriate to task and situation.

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.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Use frequently occurring adjectives.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Module B:

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

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. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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.

C. Ask questions to clear up any confusion about the topics and texts under discussion

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

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.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.4. 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 an understanding of figurative language, word relationships and nuances in word meanings.

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.

INTERDISCIPLINARY CONNECTIONS

Science:

NGSS:1-PS4-1 Waves and Their Applications in Technologies for Information Transfer Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

NGSS: 1-PS4-2 Waves and Their Applications in Technologies for Information Transfer Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

Social Studies:

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Reading expands understanding of the world, its people and oneself • Readers use strategies to construct meaning. • Effective communication relies on the usage of proper forms. • Writers plan and write their opinions and reasons. • Writers revise to make their writing more convincing. • Writers make their writing ready for readers to enjoy. • Writers give feedback to one another. 	<ul style="list-style-type: none"> • How do we find ideas for writing from our lives? • What strategies will I use to help me spell and write? • How do we build good habits for reading? • How do readers use letters and sounds to help them tackle hard words? • How do writers plan and write their opinions and reasons? • How should writers revise to strengthen their reasons? • How should writers make their writing easy for readers to enjoy? • What sort of feedback can writers give? • How can I support my opinions in written form? • How can I strengthen my writing? • How can I produce my writing digitally?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- identify key details in a text (e.g. who, what, when, where, why, how)
- ask and answer questions about key details in a text (e.g. who, what, when, where, why, how)
- use key details to describe characters, settings, and major events
- read to explore a wide range of text types
- recognize the different types of texts when reading
- explain differences between books that tell stories and books that give information
- read and comprehend first grade level texts, with prompting and support
- ask questions about key details in a text
- answer questions about key details in a text
- we can gain information from pictures or words in a text
- identify information from pictures or other illustrations in a text

- identify information from the words in a text
- read first grade texts with teacher support
- comprehend first grade texts with teacher support
- there are distinguishing features, or parts, of a sentence.
- recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)
- every syllable must have a vowel sound
- determine the number of syllables in a printed word
- identify the vowel(s) in a syllable
- there is a difference between long vowel words and short vowel words when someone is speaking
- distinguish long from short vowel sounds in spoken single-syllable words
- blend sounds together (including consonant blends) to make one syllable words when speaking
- isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- there are grade-level skills we can use to decode words
- there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- decode regularly spelled one-syllable words
- it is important to read grade-level text with sufficient accuracy and fluency to support comprehension
- read grade-level text with purpose and understanding
- read grade-level text orally with accuracy, appropriate rate, and expression
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SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group reading instruction utilizing Reading A to Z fictional reading leveled text C-I
- Facilitate selected mini lessons from Readers Workshop Units of Study including but not limited to: determine key details in a story, track a character's motivation and obstacles, quoting accurately from the text and analyzing point of view utilizing fiction mentor texts (ex. **First Day Jitters** by Julie Danneberg and **Wodney Wodent**, by Kevin Henkes. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study.
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills. Fiction mentor texts such as **Chrysanthemum**, by Kevin Henkes, are suggested in the Readers Workshop Unit of Study.
- Model the process and strategies of narrative writing utilizing Writers Workshop unit on narrative writing and mentor texts such as **Fireflies** by Juli Brinckloe.
- Model the use of writing rubrics as a tool to enhance and develop student narrative writing utilizing grade level rubrics developed by the grade level team.
- Model the process for finding evidence from a text to support a point utilizing mentor texts suggested in Readers Workshop and Reading A to Z leveled texts (Levels C-I).

- Confer with students individually about their writing to help them improve utilizing grade level rubrics developed by the grade level team.
- Create fiction text, character, character traits, setting, lesson of the story, key details, narrative writing/small moments writing anchor charts with visual models of teaching strategies utilizing anchor charts suggested in Readers and Writers Workshop units.

The students will...

- Participate in leveled small-group reading (utilizing Reading A-Z leveled texts)
- Demonstrate understanding of foundational reading skills within independent reading books (utilizing Classroom Library leveled books)
- Students will experience writing an opinion piece with its inherent structure of introduction, supporting reasons and conclusion.
- Students will engage in peer editing of their opinion pieces.
- Students will refine their peer editing skills to include making suggestions and asking questions.
- Students will revise their writing in response to peer suggestions.
- Students will utilize technology to publish their opinion pieces.
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EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader's and Writer's Notebook Entries
On-Demand Writing Pieces
Anecdotal Notes
Exit Slip
Checklists
Peer Assessment
Rubrics
Participation and teacher observation
Mini Whiteboard Responses
Think-Pair-Share

Summative Assessment:

Unit Assessment
Comprehension Assessment
Narrative Writing Pieces
Standards-Based Assessment

Benchmark Assessment:

Star 360 Benchmark
Fountas and Pinnell Running Record

Alternative Assessments:

Project
Portfolio
Book Talks

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

- Schoolwide Units:

Leveled Texts:

- Reading A-Z

Supplemental Resources:

- Common Core Support Book Text

<ul style="list-style-type: none"> - Reading, Launching Unit, Lesson 1: Building a Community of Readers uses all of the mentor texts from the unit, particularly Library Mouse: A World to Explore by Daniel Kirk. - Reading, Launching Unit, Lesson 2: The Parts of a Book uses Library Mouse: A World to Explore by Daniel Kirk and “The Sweet Smell of Books” by Pat Pollack from the Launching Shared Texts. - Reading, Launching Unit, Lesson 3: Introducing Reading Workshop uses Miss Smith’s Incredible Storybook by Michael Garland. - Reading, Launching Unit, Lesson 4: The Best Place to Read uses The Best Place to Read by Debbie Bertram and Susan Bloom - Reading, Launching Unit, Lesson 5: Conversations and Partnerships uses Ice Cream: The Full Scoop by Gail Gibbons. - Reading, Launching Unit, Lesson 6: Featuring Fiction uses Library Mouse: A World to Explore by Daniel Kirk and “Mr. Sticky Paws” by Lissa Rovetch from 		<ul style="list-style-type: none"> • Mentor Texts • First Day Jitters by Julie Danneberg • First Grade Stinks by Mary Rodman • Chrysanthemum by Kevin Henkes • Giraffes Can’t Dance by Giles Andreae • Recess Queen by Aleix O’Neill • The Kissing Hand by Audrey Penn • Knuffle Bunny by Mo Willems • Lions by Laura Marsh • Fireflies by Juli Brinckloe • Alexander and the Horrible, Terrible No Good Day Very Bad Day by Judith Viorst • Julius, Baby of the World by Kevin Henkes • Lilly’s Purple Plastic Purse by Kevin Henkes • Wemberly Worried by Kevin Henkes • Owls by Gail Gibbons • Bats by Gail Gibbons • Pumpkin Soup by Helen Cooper • Stand Tall Molly Lou Melon by Patty Lovell • Bad Case of Stripes by David Shannon • Orton Gillingham • RLAC (Reading Language www.brainspring.com) • https://www.raz-kids.com/ • Simply Social Studies Instructional Units • NGSS Science Units
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<p>Highlights High Five from the Launching Shared Texts</p> <ul style="list-style-type: none"> - Reading, Launching Unit, Lesson 7: Born to Read uses Born to Read by Judy Sierra - Reading, Launching Unit, Lesson 8: Building on Fiction uses “Sharing the Wheat: A Middle Eastern Folktale” retold by Nina Jaffe from Highlights High Five from the Launching Shared Texts. - Reading, Launching Unit, Lesson 9: Readers Can Do Anything! uses Born to Read by Judy Sierra. - Reading, Launching Unit, Lesson 10: Poetry Moves Us! uses “On the Move: An Action Rhyme” by Mandy C. Yates from Highlights High Five from the Launching Shared Texts. - Reading, Launching Unit, Lesson 11: Learning New Words uses Red Sings from Treetops: A Year in Colors by Joyce Sidman. - Reading, Launching Unit, Lesson 12: What’s the Scoop? uses Ice Cream: The Full Scoop by Gail Gibbons. - Reading, Fiction Unit, Lesson 1: The Look 		<ul style="list-style-type: none"> ● Mystery Science https://mysteryscience.com/
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<p>and Sound of Stories refers to all of the mentor texts from the unit and Ice Cream: The Full Scoop by Gail Gibbons from the Launching unit. The lesson particularly uses The Mightiest by Keiko Kasza.</p> <ul style="list-style-type: none"> - Reading Fiction Unit, Lesson 2: Traditional Tales: Common Language and Elements uses The Mightiest by Keiko Kasza. - Reading, Fiction Unit, Lesson 6: Fantasy Fiction: These Animals Talk! uses Poppleton by Cynthia Rylant. - Lesson 8: Realistic Fiction: It Could Happen to You uses Blackout by John Rocco. - Reading, Non- Fiction Unit, - Writing, Book Review, Immersion Interactive Read-Aloud Lessons: Day 1: What Makes Us Like the Books We Read? uses The Perfect Pet by Margie Palatini. Day 2: What Is a Book Review? uses sample book reviews - Writing, Book Review, Mini Lessons, Generating Ideas I: Writing the Summary uses a sample book review. 		
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<ul style="list-style-type: none"> - Writing, Book Review, Mini Lessons, Generating Ideas II: Books We Know Well uses guiding questions about books that students enjoy reading. - Writing, Book Review, Mini Lessons, Selecting: Choosing a Book to Review uses students' self-selected books - Writing, Book Review, Mini Lesson <p>Drafting I: Supplying Reasons to Support Your Opinion uses sample book reviews and students' self-selected books.</p> <p>Drafting II: The Recommendation uses students' drafts.</p> <p>Revising: Using a Checklist to Revise Our Reviews uses students' drafts and a revision checklist.</p> <p>Editing: Making Our Reviews Easy to Read uses students' drafts and a sample book review.</p> <p>Publishing: The Look of Our Book Reviews uses students' final drafts and a self-reflection questionnaire</p> <ul style="list-style-type: none"> - - Grammar, TEXT LAYOUT, Lesson 1: Interactive Read-Aloud How Pictures and Words Are Placed on the Page uses Knuffle Bunny Free: An Unexpected Diversion by Mo Willems. - Grammar, TEXT LAYOUT, Lesson 2: 		
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<p>Interactive Read-Aloud Features Matter! uses Giraffes Can't Dance by Giles Andreae and Knuffle Bunny Free: An Unexpected Diversion by Mo Willems.</p> <ul style="list-style-type: none"> - Grammar, TEXT LAYOUT, Lesson 3: Mini-Lesson It's All Part of the Plan uses Knuffle Bunny Free: An Unexpected Diversion by Mo Willems - Grammar, CAPITALIZATION, Lesson 1: Interactive Read-Aloud When to Use Capital Letters uses Read Anything Good Lately? by Susan Allen and Jane Lindaman. - Grammar, CAPITALIZATION, Lesson 2: Mini-Lesson Using Capital Letters uses Read Anything Good Lately? by Susan Allen and Jane Lindaman. - Grammar, PUNCTUATION, Lesson 1: Interactive Read-Aloud All the Right Questions Have Question Marks uses How Are You Peeling? by Saxton Freymann and Joost Elffers. - Grammar, PUNCTUATION, Lesson 2: Interactive Read-Aloud Exclamation Points 		
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<p>Are Exciting! uses I Love My New Toy! by Mo Willems.</p> <ul style="list-style-type: none"> - Grammar, PUNCTUATION, Lesson 3: Mini-Lesson The End Is Important, Too! uses I Love My New Toy! by Mo Willems, How Are You Peeling? by Saxton Freymann and Joost Elffers, and a teacher-created text. - Grammar, PUNCTUATION, Lesson 4: Mini-Lesson Commas Are Important, Too! uses How Are You Peeling? by Saxton Freymann and Joost Elffers. • Reader's Workshop Instructional Units • Writer's Workshop Instructional Units • Teachers' College Instructional Units 		
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit 2: Structures of Text and Informational/Explanatory Writing
UNIT SUMMARY

In this unit, students will continue and develop skills learned from Unit 1. Moreover, students will begin to develop a growing and flexible repertoire of strategies to problem solve words while reading. The students will also learn to use more sophisticated strategies that will help them read more complex texts. Students will retell stories, using key details in a logical order. This unit introduces informative/explanatory writing and writers are expected to name a topic, supply facts about the topic, and provide a closure. In addition to narrative and informational/explanatory writing, students will also participate in a shared research writing project. Students will continue applying developmental or phonics-based knowledge when writing unfamiliar words. Students will use capital letters for beginning a sentence, dates and names. They will also vary the use of end punctuation (e. g. period or exclamation mark).

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

RL.1.6. Identify who is telling the story at various points in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

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.1.7. 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).

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.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.

H. Use determiners (e.g., articles, demonstratives).

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Use commas in dates and to separate single words in a series.

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*).

RDISCIPLINARY CONNECTIONS

Science

NGSS: 1-PS4-3 Waves and Their Applications in Technologies for Information Transfer

Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

Performance Expectation

1-PS4-4 Waves and Their Applications in Technologies for Information Transfer

Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

Performance Expectation

1-LS1-1 From Molecules to Organisms: Structures and Processes

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*

Performance Expectation

1-LS1-2 From Molecules to Organisms: Structures and Processes

Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Social Studies

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

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

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Readers develop varied strategies for decoding unknown words when encountering increasingly complex texts • Retelling stories must include key detail in logical order • Informational writing includes an introduction, facts, and closure. • Words can be spelled through utilizing phonics knowledge. • Grammar rules allow writing to be understood by readers. 	<ul style="list-style-type: none"> • What phonics rules or schema can I use to decode words I do not know? • How does retelling a story in order help me retain understanding of the text? • How does informational writing differ from narrative? • How do word families help me spell new words? • How can I utilize grammar rules to make my writing more understandable?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- identify who is telling the story at various points in a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- identify basic similarities in and differences between illustrations, descriptions and procedures between two texts on the same topic.
- demonstrate mastery of spoken words, syllables, and sounds.
- know and apply grade-level phonics and word analysis skills in decoding one and two syllable words.
- write informative/explanatory texts naming a topic, supplying some facts, and closure.
- participate in shared research and writing projects.
- ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- describe people, places, things, and events, expressing ideas and feelings clearly.
- add drawings and other visual displays to clarify ideas, thoughts, and feelings.
- use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- use English grammar and correct usage when writing or speaking. use capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases.

SUGGESTED ACTIVITIES

Reading activities

- Engage students in leveled small-group reading instruction utilizing Reading A to Z fictional reading leveled text C-I
- Facilitate selected mini lessons from Readers Workshop Units of Study including but not limited to: determine the differences between fictional and nonfiction texts. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study.
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills. Mentor texts such as are suggested in the Readers Workshop Unit of Study.
- Model the process for finding evidence from a text to support a point utilizing mentor texts suggested in Readers Workshop and Reading A to Z leveled texts (Levels C-I).
- Create nonfiction text, key details, and main idea, anchor charts with visual models of teaching strategies utilizing anchor charts suggested in Readers Workshop units.

Writing Activities

- Model the process and strategies of informational writing utilizing Writers Workshop unit on informational writing and mentor texts such as those by Gail Gibbons.
- Model the use of writing rubrics as a tool to enhance and develop student informational writing utilizing grade level rubrics developed by grade level team.
- Confer with students individually about their writing to help them improve utilizing grade level rubrics developed by grade level team.

EVIDENCE OF LEARNING

Formative Assessments: Classroom Discussion Reader's and Writer's Notebook Entries On-Demand Writing Pieces Anecdotal Notes Exit Slip Checklists Peer Assessment Vocabulary Quizzes Rubrics Participation and teacher observation Mini Whiteboard Responses Think-Pair-Share Concept Map Classroom Poll	Summative Assessment: Unit Tests End-of-Book Test Narrative Writing Pieces NJSLA Test
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record	Alternative Assessments: Project Portfolio Book Talks Book Reports

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

- Schoolwide Units
(Fiction)

Lesson 2: Traditional Tales: Common Language and Elements uses The Mightiest by Keiko Kasza.

Lesson 4: Familiar Stories: What Do You Remember? uses The Three Little Pigs retold by James Marshall.

Lesson 5: A Different Twist on a Familiar Tale uses The 3 Little Dassies by Jan Brett.

(Nonfiction)

Lesson 1: Exploring Nonfiction uses Are You a Butterfly? by Judy Allen, Grow Your Own Sandwich by John Malam, and Dr. Seuss by Kari Schuetz.

Lesson 2: Focusing on Features uses A Rainforest Habitat by Molly Aloian and Bobbie Kalman

Lesson 3: Notable Noticings uses Grow Your Own Sandwich by John Malam.

Mini-Lesson :Lesson 3: We Can Figure It Out! uses Grow Your Own Sandwich by John Malam

- Lesson 4: Structures Support Readers uses Living or Nonliving? by Kelli Hicks

Lesson 6: I Don't Know This Word . . . uses A Rainforest Habitat by Molly Aloian and Bobbie Kalman

Leveled Texts:

- Reading A-Z

Supplemental Resources:

- **How a House is Built**, by Gail Gibbons
- **How To Make Salsa**, by Jamie Lucero
- **Make a Valentine**, by Dale Gordon
- **How to Make a Hot Dog**, by Joy Cowley
- **The Pumpkin Book**, by Gail Gibbons
- (Any informational text by Gail Gibbons)
- Orton Gillingham
- RLAC (Reading Language www.brainspring.com)
- <https://www.raz-kids.com/>
- Simply Social Studies Instructional Units
- NGSS Science Units
- Mystery Science <https://mysteryscience.com/>

Lesson 8: Readers Notice Words, Ask Questions, and Gather Evidence uses Atlantic by G. Brian Karas

Writing

Lesson 1: What Are Nonfiction All-About Books? uses all of the mentor texts from the unit, particularly Life in an Ocean by Carol K. Lindeen

Lesson 2: What Do All-About Books Look Like? uses The Life Cycle of a Frog by Bobbie Kalman and Raising Babies: What Animal Parents Do by Dona Herweck Rice

Lesson 3: Wondering About Our World uses Why Do Horses Neigh? by Joan Holub.

Lesson 4: Getting the Right Answers uses Move! by Steve Jenkins and The Vegetables We Eat by Gail Gibbons

Lesson 5: Just the Facts uses The Vegetables We Eat by Gail Gibbons and Why Do Horses Neigh? by Joan Holub.

(Utilize mini lessons as needed throughout the writing process)

Grammar

Lesson 1: Mini-Lesson All Kinds of Nouns uses Knuffle Bunny Free: An Unexpected Diversion by Mo Willems and the shared text “Bernie the Elephant.”

<p>Lesson 2: Interactive Read-Aloud Let's Learn About Verbs uses If You Were a Verb by Michael Dahl and the shared text "Identifying the Action: Batter Up!"</p> <p>Lesson 3: Mini-Lesson Let's Learn About Prepositions uses the shared text "My Birthday."</p> <ul style="list-style-type: none"> • Reader's Workshop Instructional Units • Writer's Workshop Instructional Units • Teachers' College Instructional Units 		
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit 3: Reading Literature and Narrative Writing
UNIT SUMMARY
<p>In this unit, students will learn distinguishing features then explain the differences between books that tell stories (literature) and books that give information (informational text), while also exploring poetry. In addition, students will ask and answer questions about key details and identify the main topic of texts and the reasons an author gives to support points in a text. Using literature, they will identify and explain how words contribute to feelings, identify who is telling the story at various parts and compare/contrast characters' experiences and adventures in stories. In vocabulary, students will make connections between words and their real-life use. They will use sentence-level context to determine the meaning of unknown words. In narrative writing, students will begin to recount two or more events. As students write narrative stories, they will choose topics, plan, and write story events in sequence. With guidance and support from adults, students will also revise for meaning and strengthen their writing by adding details, through pictures and words, to elaborate their ideas.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

RDISCIPLINARY CONNECTIONS

Science

1-LS1-1 From Molecules to Organisms: Structures and Processes

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*

1-LS1-2 From Molecules to Organisms: Structures and Processes

Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1 Heredity: Inheritance and Variation of Traits

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Social Studies

• 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.

• 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

• 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

• 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

• 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

• 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

ENDURING UNDERSTANDINGS

- Varied text types meet different reader needs.
- Comparing and contrasting characters' experiences and adventures creates deep reader engagement.
- Literary word choice contributes to feelings, gives point of view, and can help in comparing/contrasting characters.
- Writers generate ideas for and plan out their stories.
- Writers organize their writing with a beginning, middle, and end.
- Writers revise by adding to the pictures and words.
- Writers make writing ready for their readers to enjoy (spelling and punctuation).

ESSENTIAL QUESTIONS

- How can I distinguish between fiction and nonfiction texts?
- How are characters in two separate texts the same and how are they different?
- What literary words convey feelings ?
- How do writers generate ideas for and plan out their stories?
- How can writers organize their writing with a beginning, middle, and end?
- How will writers revise by adding to the pictures and words?
- How do writers make writing ready for their readers to enjoy (spelling and punctuation)?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- stories and poems use words that describe feelings
- stories and poems use words to describe what we can see, hear, smell, taste, or feel
- identify words and phrases that describe feelings
- identify words and phrases that describe what we can see, hear, smell, taste, or feel
- there are various text features in text
- identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)
- distinguish long and short vowels when reading regularly spelled one-syllable words
- the final -e and specific common vowel team conventions represent long vowel sounds
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

- narrative writing can tell a story with two or more sequenced events
- write narrative texts that tell the events in order
- write narrative texts that contain details about the events in the story
- use transition words to show the order of events
- write conclusions (or endings) to narrative text
- use common, proper and possessive nouns
- use capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUGGESTED ACTIVITIES

- Students will participate in activities in which they will have to distinguish between informational text and literature.
- Students will determine the author's purpose in helping to distinguish between informational and literature.
- Students will explore figurative language that communicates feelings and appeals to the senses.
- Students will continue to name story elements as well as main idea/supporting details in a variety of text types.
- Students will identify words that contribute to feelings.
- Students will determine point of view in literature texts and name who is telling the story at any given point.
- Students will use graphic organizers, such as Venn Diagrams, to compare/contrast the experiences and adventure of characters in literature.
- Students will use KWL charts to organize their prior knowledge and future learnings within informational texts.
- Students will learn to utilize context clues to determine the meaning of unknown words.
- Students will apply new vocabulary knowledge to writing pieces.
- Write narrative texts that can tell a story with two or more sequenced events (Utilize Writer's Workshop lessons to write narratives about their first day of school, a time they helped an adult, a time they were hurt, and a snow day.)
- Write narrative texts that tell the events in order
- Write narrative texts that contain details about the events in the story
- Use transition words to show the order of events
- Write conclusions (or endings) to narrative textsConfer with teacher and edit narrative writing

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader's and Writer's Notebook Entries
On-Demand Writing Pieces
Anecdotal Notes
Exit Slip

Summative Assessment:

Unit Tests
End-of-Book Test
Narrative Writing Pieces
NJSLA Test

Checklists Peer Assessment Vocabulary Quizzes Rubrics Participation and teacher observation Mini Whiteboard Responses Think-Pair-Share Concept Map Classroom Poll	
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record	Alternative Assessments: Project Portfolio Book Talks Book Reports

INSTRUCTIONAL RESOURCES

Core Instructional Resource: <ul style="list-style-type: none"> • School Wide Units - Reading, Poetry Unit, Lesson 1: The Possibilities of Poetry uses all of the mentor texts from the unit. - Reading, Poetry Unit, Lesson 2: Why Do Poems Look the Way They Do? uses Did You See What I Saw? Poems About School by Kay Winters. - Reading, Poetry Unit, Lesson 3: It's Time to Rhyme uses Good Books, Good Times! by Lee Bennett Hopkins (Ed.). - Reading, Poetry Unit, Lesson 4: More Rhyming Time! uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.). - Reading, Poetry Unit, Lesson 7: Poems Make Pictures in Our Minds uses The Bill Martin 	Leveled Texts: <ul style="list-style-type: none"> • Reading A to Z 	Supplemental Resources: <ul style="list-style-type: none"> • Selected Mentor Texts from Leveled Library • The Best Part of Me, by Wendy Ewald • I Wanna Iguana, by Karen Orloff • I Wanna New Room, by Karen Kaufman Orloff • The Perfect Pet, by Margie Palatini • Can I Have a Stegosaurus, Mom? Can I? Please!? By Lois G. Grambling • Red is Best, by Kathy Stenson • Don't Let the Pigeon Drive the Bus! By Mo Willems • (All Pigeon books by Mo Willems) • Hey, Little Ant, by Phillip Hoose • Click, Clack, Moo: Cows That Type, by Doreen Cronin
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<p>Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.) and One Big Rain: Poems for Rainy Days by Rita Gray (Ed.).</p> <ul style="list-style-type: none"> - Reading, Poetry Unit, Lesson 8: When I Close My Eyes . . . uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.) - Writing, Poetry Unit, Generating Ideas I: Poets Use All Five Senses uses “Raw Carrots” from All the Small Poems by Valerie Worth - Writing, Poetry Unit, Generating Ideas II: Poets Imagine uses “By Myself” from Honey, I Love by Eloise Greenfield - Writing Poetry Unit, Generating Ideas III: Poets Make Music uses selections from Spectacular Science by Lee Bennett Hopkins (Ed.), and Splish Splash by Joan Bransfield Graham - Writing, Poetry Unit, Selecting Ideas: Hot Topics uses students’ Writing Folders - Writing, Poetry Unit, Drafting I: Structuring a Poem uses Honey, I Love by Eloise Greenfield - Writing, Poetry Unit, Revision I: Poets Add Details uses “Things” 		
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<p>from Honey, I Love by Eloise Greenfield</p> <ul style="list-style-type: none"> - Writing, Poetry Unit, Editing: Poets Create Emphasis uses Little Dog and Duncan by Kristine O'Connell George - Writing, Poetry Unit, Publishing: Illustrate Your Poem uses A Jar of Tiny Stars by Bernice Cullinan - Writing, Poetry Unit, Evaluation I: Reflecting on My Work uses a Student Self-Assessment Questionnaire - Writing, Poetry Unit, Evaluation II: Teacher Assessment of Student Performance uses a unit-specific rubric. - Reading, Non- Fiction Unit, Lesson 1: Exploring Nonfiction uses Are You a Butterfly? by Judy Allen, Grow Your Own Sandwich by John Malam, and Dr. Seuss by Kari Schuetz. - Reading, Non-Fiction Unit, Lesson 2: Focusing on Features uses A Rainforest Habitat by Molly Aloian and Bobbie Kalman. <p>. Angela Johnson and students' drafts.</p> <ul style="list-style-type: none"> - - Writing, Personal Narrative Unit, Lesson 1, New Stories! uses all of the mentor 		
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<p>texts from the unit, particularly Little Nino's Pizzeria by Karen Barbour.</p> <p>Rationale:</p> <ul style="list-style-type: none"> - Writing, Personal Narrative Unit, Lesson 2: Personal Narratives Make It Personal uses When I Was Five by Arthur Howard. - Writing, Personal Narrative Unit, Lesson 3: Personal Narratives Make It Passionate uses I Love My Hair! by Natasha Tarpley. - Writing, Personal Narrative Unit, Lesson 4: Personal Narratives Have a Strong Sense of Place uses My Little Island by Frané Lessac - Writing, Personal Narrative Unit, Lesson 5: Personal Narratives Make a Point uses My Big Brother by Valorie Fisher - Writing, Personal Narrative Unit, Mini Lesson, Generating Ideas III: Stories Take You on a Journey uses My Visit to the Aquarium by Alik. - Writing, Personal Narrative Unit, Mini Lesson, Selecting: Which Story Do I Tell? uses students' Writing Folders. - Writing, Personal Narrative Unit, Mini Lesson, Drafting I: Story Structure uses Little Nino's Pizzeria 		
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<ul style="list-style-type: none"> - by Karen Barbour. - Writing, Personal Narrative Unit, Mini Lesson, Drafting II: A Sense of Closure uses Diary of a Spider by Doreen Cronin, My Little Island by Frané Lessac, My Visit to the Aquarium by Alik, and students' drafts. - Writing, Personal Narrative Unit, Mini Lesson, Revising II: Details, Details, Details uses My Little Island by Frané Lessac and students' drafts. - Writing, Personal Narrative Unit, Mini Lesson, Editing II: Putting a Stop to It uses Do Like Kyla by) - Writing, Personal Narrative Unit, Mini Lesson, Publishing I: Finishing Touches uses students' final pieces. - Writing, Personal Narrative Unit, Mini Lesson, Student Self-Reflection uses a self-reflection questionnaire <p>(For further Units utilize mini lessons as needed throughout the writing process.)</p> <ul style="list-style-type: none"> - Grammar, PARTS OF SPEECH, Lesson 4: Interactive Read-Aloud Delightful, Descriptive Adjectives uses If You Were an Adjective by Michael Dahl. - Grammar, PARTS OF SPEECH, Lesson 5: 		
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<p>Interactive Read-Aloud Modifiers Let Us See Images uses Rain by Manya Stojic.</p> <ul style="list-style-type: none"> - Grammar, PARTS OF SPEECH, Lesson 6: Mini-Lesson Magnificent Modifiers uses Rain by Manya Stojic. - Grammar, PARTS OF SPEECH, Lesson 7: Mini-Lesson Grammar Tips uses sample sentences to discuss adjectives, nouns, and verbs. ● Reader's Workshop Instructional Units ● Writer's Workshop Instructional Units ● Teachers' College Instructional Units 		
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit 4: Reading and Writing with Independence
UNIT SUMMARY
<p>In this final unit, students will strengthen their skills and foster independence in reading and writing. Students will identify the central message/lesson in literature text, describe settings, characters and major events with illustrations. Students will identify the main topic of an informational text and utilize text evidence, features, and illustrations, to determine the supporting details. They will read with accuracy and fluency to support comprehension. In writing, students will integrate the three major texts types: narrative, opinion, and informative/explanatory. Students will learn to write various text types for various purposes. Students will engage in collaborative discussions using agreed upon rules, speaking in complete sentences. Students will demonstrate proficiency in grade level standards for English grammar when writing or speaking.</p>

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

RL.1.1. Ask and answer questions about key details in a text.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.1.7. Use the illustrations and details in a text to describe its key ideas.

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.

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.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word 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).

INTERDISCIPLINARY CONNECTIONS

Science

NGSS-1-ESS1-1 Earth's Place in the Universe

Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Performance Expectation

NGSS-1-ESS1-2 Earth's Place in the Universe

Make observations at different times of year to relate the amount of daylight to the time of year.

Social Studies

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Literature can convey a central message or theme regarding the human experience. ● Illustrations relate key information to be inferred within literature. ● Informational text contains a main idea. ● The main idea of informational text is supported with text evidence, text features, and illustrations. ● Writing's purpose determines the writing genre. ● Collaborative discussions follow an accepted form. ● Written communication subscribes to agreed conventions. 	<ul style="list-style-type: none"> ● What circumstances within literature mirror my own and how can that teach me? ● What do illustrations tell us in the absence of an author's explanation? ● How can I determine the main idea of an informational text? ● How do text features and illustrations support the main idea? ● How do I determine the most effective writing genre for a given task? ● What are the accepted rules for speaking collaboratively? ● How does following grammar conventions improve my writing?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none"> ● identify key details in a text ● stories and poems use words that describe feelings ● stories and poems use words to describe what we can see, hear, smell, taste, or feel ● identify words and phrases that describe feelings ● identify words and phrases that describe what we can see, hear, smell, taste, or feel ● identify the main topic of a text ● describe the connection between two individuals in a text ● describe the connection between two events in a text ● describe the connection between two ideas in a text ● describe the connection between two pieces of information in a text ● we can use details in a text to describe its key ideas ● writing can give information, or explain how to do something, by naming a topic and stating facts about the topic ● build on others' ideas by responding to comments ● talk with many different people about first grade topics and texts ● capitalize names and dates of people ● use end punctuation for sentences when we write ● sort words into categories to understand the concepts of the categories ● define words by category and by one or more key traits ● figurative language, word relationships and nuances contribute to the meaning of a text 	

- with guidance and support, demonstrate an understanding of figurative language, the relationships and differences in words and their meanings
- identify real-life connections between words and their use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions

SUGGESTED ACTIVITIES

- The students will participate in activities that strengthen their skills and foster independence in reading.
- Students will continue to name story elements as well as central message/lesson, main idea/supporting details in a variety of text types with illustrations.
- The students will continue to identify the main topic of an informational text and utilize text evidence, features, and illustrations, to determine the supporting details.
- The students will read with accuracy and fluency to support comprehension.
- The students will participate in activities that strengthen their skills and foster independence in writing.
- The students will integrate the three major texts types: narrative, opinion, and informative/explanatory.
- Students will learn to write various text types for various purposes.
- Students will continue to experience writing with its inherent structure of introduction, supporting reasons and conclusion.
- Students will engage in peer editing of their writing pieces.
- Students will refine their peer editing skills to include making suggestions and asking questions.
- Students will revise their writing in response to peer suggestions.
- Students will utilize technology to publish their opinion pieces.
- Students will engage in collaborative discussions using agreed upon rules, speaking in complete sentences.
- Students will demonstrate proficiency in grade level standards for English grammar when writing or speaking.
- Students will utilize technology to publish their writing pieces.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
 Reader's and Writer's Notebook Entries
 On-Demand Writing Pieces
 Anecdotal Notes
 Exit Slip
 Checklists
 Peer Assessment
 Vocabulary Quizzes
 Rubrics
 Participation and teacher observation
 Mini Whiteboard Responses
 Think-Pair-Share

Summative Assessment:

Unit Tests
 End-of-Book Test
 Narrative, Opinion, Informative, and Writing Pieces
 NJSLA Test

Concept Map Classroom Poll	
Benchmark Assessment: Star 360 Benchmark Fountas and Pinnell Running Record	Alternative Assessments: Project Portfolio Book Talks Book Reports
INSTRUCTIONAL RESOURCES	
<p>Core Instructional Resource:</p> <ul style="list-style-type: none"> School Wide Units <p><u>Reading</u></p> <p>Fiction Unit</p> <p>Lesson 3: A Favorite Fable Retold in Pictures uses The Lion and the Mouse by Jerry Pinkney.</p> <p>Lesson 6: Fantasy Fiction: These Animals Talk! uses Poppleton by Cynthia Rylant.</p> <p>Lesson 7: Analyzing and Connecting to Characters uses Poppleton by Cynthia Rylant.</p> <p>NonFiction Unit</p> <p>Lesson 5: Important People, Places, and Things uses Dr. Seuss by Kari Schuetz.</p> <p>Lesson 7: Purposeful Purpose uses Are You a Butterfly? by Judy Allen.</p> <p>MiniLesson 7: The Circle of Life uses “From Egg to Frog” from Zootles: Frogs from the Nonfiction Shared Texts.</p> <p>MiniLesson 10: I Get It! uses Living or Nonliving? by Kelli Hicks.</p> <p><u>Writing</u></p>	<p>Leveled Texts:</p> <ul style="list-style-type: none"> Reading A to Z <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Selected Mentor Texts from Leveled Library Alexander Series, Alexander, who's not (Do you hear me? I mean it!) going to move, by Judith Viorst Alexander, Who's Trying His Best to Be the Best Boy Ever, by Judith Viorst Pigeon Series, The Pigeon Wants a Puppy, by Mo Willems The Pigeon Needs a Bath, by Mo Willems Elephant and Piggie Series, Elephants Can't Dance, by Mo Willems Gail Gibbons Texts, The Planets, by Gail Gibbons The Moon, by Gail Gibbons Shoes from Grandpa, by Mem Fox Uncle Willie and the Soup Kitchen, by Dyanne DiSalvo-Ryan

<p>Narrative Unit, Opinion Writing, and Informational Unit to be revisited in further depth.</p> <p><u>Grammar</u> Sentence Structure</p> <p>Lesson 1: Interactive Read-Aloud The Structure of Sentences uses My Big Brother by Valorie Fisher.</p> <p>Lesson 2: Interactive Read-Aloud Clear Ideas and Interesting Structure uses My Garden by Kevin Henkes.</p> <p>Lesson 3: Mini-Lesson Sentences Make Sense! uses My Big Brother by Valorie Fisher and My Garden by Kevin Henkes.</p> <p>Lesson 4: Mini-Lesson Telling a Story That Makes Sense uses My Garden by Kevin Henkes and the shared text “How to Take Care of a Sunflower.” r.</p> <p>Lesson 5: Interactive Read-Aloud Joining Words Are Called Conjunctions uses Rain by Manya Stojic, Giraffes Can’t Dance by Giles Andreae, and the shared text “The Princess.”</p> <ul style="list-style-type: none"> ● Reader’s Workshop Instructional Units ● Writer’s Workshop Instructional Units ● Teachers’ College Instructional Units 		
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INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

Appendix A: Integrated Accommodations and Modifications

Special Education:

Provide modified notes and access to extra copies online
 Provide oral reminders and check student work during independent work time
 Model skills/techniques to be mastered
 Check and sign assignment planner
 Preferential seating
 Pair visual prompts with verbal presentations
 Modified or scaffolded homework and classwork
 Extended time as needed
 Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
 Pair visual prompts with visual presentations
 Check and sign assignment planner
 Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
 Extended time for assignment and assessment as needed
 Highlight key vocabulary
 Use graphic organizers
 Provide verbal and written directions
 Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
 Encourage class participation and reinforce skills
 Model skills and assignments
 Extended to time to complete class work
 Preferential seating
 Provide extra help outside of class and 1:1 instruction when needed
 Communicate regularly with students' other teachers
 Provide positive feedback for tasks well done
 Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
 Provide higher level reading and writing materials for literacy based activities
 Probe student to extend thinking beyond the text or connect two or more texts
 Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers