

Green Township School District Grade 1 ELA Curriculum - Revised 2017

Overview

Notes for Teachers						
Overview	Reading			Writing	Speaking and Listening	Language
Introductory Unit 3 Weeks: September	Primary Focus Standards: RL.1.1 RF.1.1 RL.1.2 RL.1.7			Primary Focus Standards: W.1.8	Primary Focus Standards: SL.1.1 SL.1.2 SL.1.3 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1 L.1.2
Unit 1 6-7 Weeks:	Primary Focus Standards:			Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:
	RL.1.1 RL.1.3 RL.1.7	RI.1.1 RI.1.3 RI.1.7	RF.1.1A RF.1.2A,B, C RF.1.3B, D, G RF.1.4A, B, C	W.1.3 W.1. W.1.8	SL.1.1A, B, C SL.1.5	L.1.1A,E, F L.1.2A,B, D, E L.1.5 L.1.6
	Text Type:			Writing Focus: Use the writing process	Task type:	Skill focus:

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	<ul style="list-style-type: none"> Literary Informational 			to create <ul style="list-style-type: none"> Routine Writing Narrative Writing 	<ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	<ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
<u>Unit 2</u> 6-7 Weeks:	Primary Focus Standards:			Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:
	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9 RL.1.10	RI.1.7	RF.1.2C, D RF.1.3A,G RF.1.4A,B, C	W.1.2 W.1.3 W.1.5 W.1.6 W.1.8	SL.1.1A,B, C SL.1.3 SL.1.5	L.1.2.B, E L.1.5B L.1.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 			Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Informational Writing Narrative Writing Routine Writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 3:</u> 6-7 Weeks:	Primary Focus Standards:			Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:
	RL.1.5	RI.1.1-RI.1.10	RF.1.2A,B,C,D RF.1.3A,B,C,D,E , G RF.1.4A,B,C	W.1.1 W.1.5 W.1.6 W.1.7	SL.1.2 SL.1.6	L.1.1D,G,H, I L.1.2B,C L.1.4A, C L.1.5A,B,C

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				W.1.8		
	Text Type: <ul style="list-style-type: none">LiteraryInformational			Writing Focus: Use the writing process to create <ul style="list-style-type: none">Opinion writingInformative/explanatory writingRoutine writing	Task type: <ul style="list-style-type: none">Respond to and interact with peers in small & whole group discussion	Skill focus: <ul style="list-style-type: none">Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 4: 6 -7 Weeks:	Primary Focus Standards:			Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:
	RL.1.1	RI.1.1	RF.1.3A,B,C,D,E , F, G RF.1.4A,B,C	W.1.1	SL.1.4	L.1.1B, C,E,F,J
	RL.1.2	RI.1.2		W.1.5	SL.1.5	L.1.2B,D,E
	RL1.3	RI.1.3		W.1.6		L.1.4B
	RL.1.5	RI.1.5		W.1.8		L.1.5D
	RL.1.6	RI.1.6				L.1.6
	RL.1.9	RI.1.9				
	RL.1.10	RI.1.10				
	Text Type: <ul style="list-style-type: none">LiteraryInformational			Writing Focus: Use the writing process to create <ul style="list-style-type: none">Opinion writingPersuasive/Argumentative WritingRoutine writing	Task type: <ul style="list-style-type: none">Respond to and interact with peers in small & whole group discussion	Skill focus: <ul style="list-style-type: none">Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 5:	Primary Focus Standards:			Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:

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6 - 7 Weeks	RL.1.2 RI.1.1 RF.1.2A-D RL.1.3 RI.1.2 RF.1.3A-G RL.1.4 RI.1.4 RF.1.4A-C RL1.6 RL1.7 RL1.9 RL1.10	W.1.3 W.1.5 W.1.6 W.1.8	SL.1.1A-C SL.1.4 SL.1.5 SL.1.6	L.1.1 D, G, H, I L.1.2 C L.1.4 A, B
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> • Narrative Writing Piece • Published Writing Piece • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.co 	Writing & Language <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog 	Critical Thinking <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog

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Introductory Unit Grade 1 Pacing: 3 Weeks		
Introductory Unit: <i>Discovery</i> Writing genre: Narrative		Introductory Unit: <i>What questions do we ask about what we read?</i> <ul style="list-style-type: none"> Students will understand that there are strategies for asking questions about text Students will understand that asking questions takes them deeper into text Students will understand that asking questions will help them determine what words mean
Introductory Unit Reading Standards		Introductory Unit Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Understand what key details in the text are Determine what key details are in a text Recall key details of texts Ask and answer questions about key details Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.4 (introduce skill with word study) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> Identify the key details of a story Retell stories in their words capturing the key details Explain the story's central idea or message Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		<ul style="list-style-type: none"> Interpret illustrations to develop a better understanding of the story Identify an illustration that helps to describe the character, setting, or events Explain how illustrations describe important story elements Identify story details that describe story elements Describe elements of the story using story details
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> Understand how a sentence is organized Identify the first word of a sentence Identify the capitalization used to begin the sentence Identify the various types of end punctuation
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding.		<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Reread text to better understand what was read, when necessary

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Grade 1 Introductory Unit Writing Standards	Grade 1 Introductory Unit Writing Critical Knowledge and Skills
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Grade 1 Introductory Unit Speaking and Listening Standards	Grade 1 Introductory Unit Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Grade 1 Introductory Unit Language Standards	Grade 1 Introductory Unit Language Critical Knowledge and Skills
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1.A. Print all upper- and lowercase letters. L.1.1.B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> • Form all upper and lowercase letters with appropriate sizing and spacing • Identify common and proper nouns and provide examples of each • Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.A. Capitalize dates and names of people. L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> • Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing
Grade 1 Introductory Unit What This May Look Like	

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District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<ul style="list-style-type: none">the Dolch lists of sight words: pre-primer, primer, and first gradeletter and sound assessments including long and short vowels as well as the two sounds (for letters like C and G)-Words Their Way assessmentStar Early Literacy STAR testing for all studentsRunning Record using the Fountas and Pinnell levels (teacher's college books)the Scholastic RED survey <p><i>At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as a summative assessments.</i></p>		<ul style="list-style-type: none">Results of Words Their Way Student Workbook practiceRenaissance Learning STAR Early Literacy TestDolch Sight Word Assessments- Pre-Primer and PrimerPublished Writing- Narrative	
Grade 1 Introductory Unit District Texts / Suggested Texts		Grade 1 Introductory Unit District/School Supplementary Resources	
<ul style="list-style-type: none"><i>Words Their Way</i> Word Study WorkbookFoundations /Foundations Sound CardsLeveled Classroom LibraryReading A-Z online leveled libraryDolch Sight Word List Pre Primer/Primer		<ul style="list-style-type: none">Raz-KidsReading EggsPebble-GoMetacognition mapping/diagrammingKindergarten academic vocabulary listDesign challenges with GHS coaches“Flipgrid” as a means of dictation20time ProjectsOrton-Gillingham / Wilson ProgramsTyping pal	
Grade 1 Introductory Unit District/School Writing Tasks			
Primary Focus Narrative writing: <i>Story</i> (Character struggle, having a “point” to all writing).	Secondary Focus Sequencing of events Dictating (as a pre-write if students are writing) Writing as a reflection of an event, a task, a person, etc.	Routine Writing Journal writing	
Possible Assignments/ Activities to Support Student Learning Within Grade 1 Introductory Unit			
<ul style="list-style-type: none">-the I Can charts for the different stations-learning skills such as "turn and talk" during lessons			

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- -independent reading activities VS whole group/partner activities (what should they be doing during each type of time)
- -introduction to and practice of appropriate behavior during whole group, partner, and independent work
- -how to choose a "good fit" fit book using the five finger method, leveled readers, and personal interest
- -reading using pictures, words, and familiar stories
- Journal Prompts: What do you like to do?, What did you do over the summer?, What makes you unique?, Tell me about a favorite thing, food, activity, etc?

Plan for Language Study: Grade 1 Introductory Unit

New:

- Create lists of words by category (colors, favorites)
- Students answer: *What is a sentence?*
 - *A sentence is a group of words giving a complete thought.*
 - *A sentence must contain a subject and a verb (although one may be implied).*
- What is a subject (in a sentence)?
- What is a verb?

Review:

- Students' understandings of foundational language rules (determine/activate students' prior knowledge).
- Based on student abilities: pictures that show ideas, beginning sounds/ending sounds appropriate for words, vowel sounds, complete sentences, added details.
- CVC words

Academic Vocabulary:

Context clues
Capitalize
Complete sentence
Spacing
Punctuation
Beginning
Middle
End
Character
Problem

Interdisciplinary Connections throughout the K-12 Curriculum for Grade 1 Introductory Unit

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills Grade 1 Introductory Unit

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<u>21st Century Skills/ Career Ready Practices:</u>		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
2014 Technology Standards Grade 1 Introductory Unit		
<u>2014 NJ Technology Standards:</u>	8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. Please see relevant projects for technology standards 8.1 and 8.2 :	<i>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</i> <i>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
Differentiation / Accommodations / Modifications Grade 1 Introductory Unit		
<u>Gifted and Talented:</u>		
Extension Activities (<i>content, process, product and learning environment</i>) <ul style="list-style-type: none">• Conduct research and provide presentation of various topics.• Design surveys to generate and analyze data to be used in discussion.• Debate topics of interest / cultural importance.• Authentic listening and reading sources that provide data and support for speaking and writing prompts.• Exploration of art and/or artists to understand society and history.• Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities <ul style="list-style-type: none">• Use of Higher Level Questioning Techniques• Provide assessments at a higher level of thinking		

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English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

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- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Grade 1 Unit 1 Pacing: 6 - 7 Weeks			
Unit 1: <i>Identity</i> Writing Genre: Narrative		Unit 1: Reading: <i>What do readers think about when reading?</i> Writing: <i>Why are ideas important and how do writers organize their ideas?</i>	
Grade 1 Unit 1 Reading Standards		Grade 1 Unit 1 Reading Critical Knowledge and Skills	
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none">• Understand what key details are in text• Determine what key details are in a text• Recall key details of texts• Ask and answer questions about key details• Ask and prompt who, what where, when, why and how regarding details of a text• Answer when prompted and use key details from the text• Ask and answer questions about key details, with support	
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none">• Identify key story details• Provide a description of characters in a story using key details• Provide a description of the setting of a story using key details• Provide a description of the major events in a story using key details	
		<ul style="list-style-type: none">• Identify the key people, events, ideas, or information in a text• Explain how two individuals, events, ideas or pieces of information are linked	
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	<ul style="list-style-type: none">• Interpret illustrations to develop a better understanding of the story• Identify an illustration that helps to describe the character, setting, events• Explain how illustrations describe important story elements• Describe story elements using story details	
		<ul style="list-style-type: none">• Interpret illustrations to develop a better understanding of the text• Identify an illustration that helps describe the key details• Explain how illustrations describe important key details• Describe a text using the details	
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.		<ul style="list-style-type: none">• Understand how a sentence is organized• Identify the first word of a sentence• Identify the capitalization used to begin the sentence	

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RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> Identify the various types of end punctuation
<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>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> Identify the long and short vowel sounds in words Explain the difference between the long and short vowel sounds Produce the sound for each letter and blend to make a word Discern letter sounds at the beginning, middle, and end of words Take apart a word by sounds
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>R.F.1.3.G. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> Produce the letter sounds to make a one-syllable word Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding Identify long and short vowels when reading one-syllable words Accurately read both long and short vowels in common one-syllable words Identify and read grade-level high-frequency/irregular words in and out of context.
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Grade 1 Unit 1 Writing Standards	Grade 1 Unit 1 Writing Critical Knowledge and Skills
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.	<ul style="list-style-type: none"> Introduce the topic Express an opinion on the topic Include a reason to support the opinion Include a closing statement or section
W.1.3. Write narratives in which they recount two or more appropriately sequenced	<ul style="list-style-type: none"> Tell events in a sequence

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events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Grade 1 Unit 1 Speaking and Listening Standards	Grade 1 Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build the conversation • Ask question(s) when confused during a discussion
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
Grade 1 Unit 1 Language Standards	Grade 1 Unit 1 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.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).</p>	<ul style="list-style-type: none"> • Formation of upper and lowercase letters • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Use adjectives in writing/speaking

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L.1.1.F. Use frequently occurring adjectives.	
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> Recognize the names of people, days of the week, and months of the year Capitalize the appropriate words in the date and the names of people Identify different types of end punctuation Apply appropriate end punctuation to writing Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
L.1.6. 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).	<ul style="list-style-type: none"> Use vocabulary accurately in speaking and writing Demonstrate using conjunctions in speaking and writing Listen, share and read a variety of texts Use new words and phrases when writing, reading and responding to texts
Unit 1 Grade 1 What This May Look Like	
Unit 1 Grade 1 District/School Formative Assessment Plan	Unit 1 Grade 1 District/School Summative Assessment Plan
<ul style="list-style-type: none"> Teacher's College Reading and Writing Project Running Records Words Their Way Leveled Sort Assessments Renaissance Learning Star Early Literacy and Star Assessments Narrative Writing Piece 	<ul style="list-style-type: none"> Teacher's College Reading and Writing Project Running Records Words Their Way Leveled Sort Assessments Renaissance Learning Star Early Literacy and Star Assessments Narrative Writing Piece
Unit 1 Grade 1 District/School Texts	Unit 1 Grade 1 District/School Supplementary Resources
<ul style="list-style-type: none"> Words Their Way: <u>Word Sorts for Letter Name-Alphabetic Speller</u>, <u>Word Sorts for Within Word Pattern Spellers</u> Fountas and Pinnell Leveled Library Reading A-Z books and materials Reading Eggs Raz-Kids Renaissance Learning Explode the Code 	<ul style="list-style-type: none"> Debbie Diller Resources: <u>Making the Most of Small Groups</u>, <u>Literacy Work Stations</u>, <u>Growing Independent Learners</u> Making Words Interactive Read Alouds The Trait Crate: 6 + 1 Traits of Writing Design Thinking Challenges 20time Project

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Unit 1 Grade 1 District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
Narrative Writing Piece- Utilizing story elements and personal experiences. <i>Story</i> (Character struggle, having a “point” to all writing).	<p>Telling a story to show why we have an opinion (precursor to opinion writing unit)</p> <p>Describing (orally or in writing) a character’s struggle: e.g. what does <i>frustrated</i> “look like”?</p> <p>Include story elements and proper sentence structure (conventional spelling, capitalization, punctuation)</p> <p>Dictating (as a pre-write if students are writing)</p> <p>Writing as a reflection of an event, a task, a person, etc.</p>	<p>Journal writing/Narrative</p> <ul style="list-style-type: none"> planning understanding that authors have to keep purpose and audience in mind when writing, and have a point to their writing. <p>Specific journal tasks: creating lists of favorites, wonderings, people, places, answering questions</p>

Unit 1 Grade 1 Possible Assignments/ Activities to Support Student Learning Within Unit 1

- Writing: be able to answer questions as part of planning: *What is your purpose (to inform, to teach, to express, to entertain, etc)? Who is your audience? What is your point?*
- Favorite picture book partner-read with questions.
- Create “book reviews” with partner to share with class

Plan for Language Study Grade 1 Unit 1

New: (Embed into reading and writing activities)	Review: Students’ understandings of foundational language rules (determine/activate students’ prior knowledge).	Academic Vocabulary:
<ul style="list-style-type: none"> What is a sentence? <ul style="list-style-type: none"> <i>A sentence is a group of words giving a complete thought.</i> <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i> What is a subject (in a sentence)? What is a verb? Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in 	<ul style="list-style-type: none"> Embed review into reading and writing activities 	<p>Personal (narrative)</p> <p>Solution</p> <p>Theme</p> <p>point</p> <p>Feeling</p> <p>Character</p> <p>Problem</p>

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<p>basic sentences (e.g., He hops; We hop).</p>		<p>Root word Struggle Nouns (singular/plural) Verbs Capitalize Complete sentence Spacing Punctuation</p>
<p style="text-align: center;">Interdisciplinary Connections throughout the K-12 Curriculum: Grade 1 Unit 1</p>		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		
<p style="text-align: center;">Integration of 21st Century Themes and Skills: Grade 1 Unit 1</p>		
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p>	

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		<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards Grade 1 Unit 1		
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></p>
Differentiation / Accommodations / Modifications: Grade 1 Unit 1		
<p style="text-align: center;"><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> • Conduct research and provide presentation of various topics. • Design surveys to generate and analyze data to be used in discussion. • Debate topics of interest / cultural importance. • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> • Use of Higher Level Questioning Techniques • Provide assessments at a higher level of thinking <p style="text-align: center;"><u>English Language Learners:</u></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Provide copy of classnotes • Student may request books on tape / CD / digital media, as available and appropriate. • Assign a peer helper in the class setting 		

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Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.

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- Establish procedures for accommodations / modifications for assessments.

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Unit 2 Grade 1 6-8 Weeks		
Unit 2: <i>Choices</i> Writing Unit: Opinion		Unit 2: Reading: Why do readers use a variety of strategies to interact with text? Writing: How do we communicate our ideas and opinions?
Unit 2 Grade 1 Reading Standards		Unit 2 Grade 1 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Understand what key details are Determine what key details are in a text Recall key details of texts Ask and answer questions about key details Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		RL.1.2: <ul style="list-style-type: none"> Identify the key details of a story Retell stories in their words capturing the key details Explain the story's central idea or message
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		RL.1.3: <ul style="list-style-type: none"> Identify key story details Provide a description of characters in a story using key details Provide a description of the setting of a story using key details Provide a description of the major events in a story using key details
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		RL.1.4: <ul style="list-style-type: none"> Recognize feeling words and phrases in texts Recognize sensory words texts Describe what feeling or sense the words and phrases are appealing to

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RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, events • Explain how illustrations describe important story elements • Describe story elements using story details
		RI.1.7: <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.		RL.1.9: <ul style="list-style-type: none"> • Identify the characters in stories • Describe characters' experiences in the stories • Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above .		<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills . RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		<ul style="list-style-type: none"> • Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation
RF.1.2. 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 . RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds		<ul style="list-style-type: none"> • Take apart a word by sounds • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words • Determine each phoneme of spoken one-syllable words

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<p>(phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>R.F.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Identify and read grade-level high frequency words in and out of context.
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Reread text to better understand what was read, when necessary • Use appropriate self-correction strategies to read words and for understanding
Unit 2 Grade 1 Writing Standards	Unit 2 Grade 1 Writing Critical Knowledge and Skills
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Introduce the topic • Express an opinion on the topic • Include a reason to support the opinion • Include a closing statement or section
<p>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.</p>	<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> • Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to</p>	<ul style="list-style-type: none"> • Use technology to create and publish writing, with support when necessary

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produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • Use technology to collaborate with peers, with adult support when necessary
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Unit 2 Grade 1 Speaking and Listening Standards	Unit 2 Grade 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build the conversation • Ask question(s) when confused during a 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.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
Unit 2 Grade 1 Language Standards	Unit 2 Grade 1 Language Critical Knowledge and Skills

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<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> Recognize the names of people, days of the week, and months of the year Capitalize the appropriate words in the date and the names of people Identify different types of end punctuation Apply appropriate end punctuation to writing Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.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).</p>	<ul style="list-style-type: none"> Identify attributes of words put into categories Use the attribute to extend the definition of categorized words
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> Use vocabulary accurately in speaking and writing Demonstrate using conjunctions in speaking and writing Listen, share and read a variety of texts Use new words and phrases when writing, reading and responding to texts
Unit 2 Grade 1 What This May Look Like	
Unit 2 Grade 1 District/School Formative Assessment Plan	Unit 2 Grade 1 District/School Summative Assessment Plan
<ul style="list-style-type: none"> Teacher's College Reading and Writing Project Running Records Words Their Way Leveled Sort Assessments Renaissance Learning Star Early Literacy and Star Assessments Book Review/Opinion Piece 	<ul style="list-style-type: none"> Teacher's College Reading and Writing Project Running Records Words Their Way Leveled Sort Assessments Renaissance Learning Star Early Literacy and Star Assessments Book Review/Opinion Piece
Unit 2 Grade 1 District/School Texts	Unit 2 Grade 1 District/School Supplementary Resources
<ul style="list-style-type: none"> Words Their Way: <u>Word Sorts for Letter Name-Alphabetic Speller</u>, <u>Word Sorts for Within Word Pattern Spellers</u> Fountas and Pinnell Leveled Library Reading A-Z books and materials Reading Eggs Raz-Kids Renaissance Learning Explode the Code 	<ul style="list-style-type: none"> Debbie Diller Resources: <u>Making the Most of Small Groups</u>, <u>Literacy Work Stations</u>, <u>Growing Independent Learners</u> Making Words Interactive Read Alouds The Trait Crate

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Unit 2 Grade 1 District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
<i>Reading Literary stories and comparing them while identifying story elements.</i>	<i>Book Review</i> <i>Opinion Piece writing: letter format, book review, comparison writing</i>	<i>Journal Writing about favorites</i> <i>Specific journal tasks: creating lists of favorites, wonderings, people, places, answering questions</i>

Unit 2 Grade 1 Possible Assignments/ Activities to Support Student Learning Within Unit 2

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Plan for Language Study: Unit 2 Grade 1

<u>New:</u> <ul style="list-style-type: none"> Using nouns, verbs and prepositions Orally form plural nouns Understand and use question words (who, what, where, when, why, how) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). 	<u>Review:</u> What is a sentence? <ul style="list-style-type: none"> <i>A sentence is a group of words giving a complete thought.</i> <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i> <ul style="list-style-type: none"> What is a subject (in a sentence)? What is a verb? 	<u>Academic Vocabulary:</u> beginning character end middle retell setting character(s) list setting solution story struggle fiction non-fiction author
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		illustrator title capital letter lowercase letter uppercase letter
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 2 Grade 1		
<ul style="list-style-type: none">● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas● Negotiation of complexity of text in science and social studies● Research to build and present knowledge in science and social studies● Vocabulary and language skill acquisition in discipline-specific readings● Production and distribution of writing assignments and writing tasks in science, social studies, health● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts		
Integration of 21st Century Themes and Skills		
<u>21st Century Skills/ Career Ready Practices:</u>	<div>CRP1. Act as a responsible and contributing citizen and employee.</div> <div>CRP2. Apply appropriate academic and technical skills.</div> <div>CRP3. Attend to personal health and financial well-being.</div> <div>CRP4. Communicate clearly and effectively and with reason.</div> <div>CRP5. Consider the environmental, social and economic impacts of decisions.</div> <div>CRP6. Demonstrate creativity and innovation.</div> <div>CRP7. Employ valid and reliable research strategies.</div> <div>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</div> <div>CRP9. Model integrity, ethical leadership and effective management.</div> <div>CRP10. Plan education and career paths aligned to personal goals.</div> <div>CRP11. Use technology to enhance productivity.</div> <div>CRP12. Work productively in teams while using cultural global competence.</div>	
2014 Technology Standards: Unit 2 Grade 1		

Differentiation / Accommodations / Modifications: Unit 2 Grade 1

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

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Modifications for Classroom

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- Repetition and practice
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- Extended time on classroom tests and quizzes.
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Unit 3 Grade 1 Pacing: 6 - 7 Weeks		
Unit 3: <i>Community</i>		
Unit 3 Grade 1 Reading Standards		Unit 3 Grade 1 Reading Critical Knowledge and Skills
RI.1.1. Ask and answer questions about key details in a text.		<ul style="list-style-type: none"> • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RI.1.2. Identify the main topic and retell key details of a text.		RI.1.2: <ul style="list-style-type: none"> • Identify the key details of a text • Retell texts in their own words capturing the key details • Identify the main topic of the text
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RI.1.3: <ul style="list-style-type: none"> • Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		RI.1.4: <ul style="list-style-type: none"> • Identify words in text where the meaning is unclear or unknown • Ask and answer questions to help understand what words and phrases mean in the text • Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content • Use strategies when faced with an unknown word
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.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: <ul style="list-style-type: none"> • Read a variety of narrative and informational texts • Identify the traits of narrative texts and informational texts • Compare and contrast narrative and informational text, focusing on how they are different

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		<ul style="list-style-type: none"> • Explain the differences between narrative and informational texts
		RI.1.5: <ul style="list-style-type: none"> • Determine what text features help locate important information • Use headings to help understand text • Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		RI.1.6 <ul style="list-style-type: none"> • Determine the difference between information gained by examining pictures and information gained from the words in the text • Identify the difference between what pictures show and what the words in the text say
RI.1.7. Use illustrations and details in a text to describe its key details.		RI.1.7: <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.		<ul style="list-style-type: none"> • Identify the key points an author is making in a text • Recognize the author's reasoning by finding support within the text • Explain how this information is useful, with scaffolding, as needed
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		RI.1.9: <ul style="list-style-type: none"> • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)
RI.1.10. With prompting and support, read informational texts at grade level complexity or above.		<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the		<ul style="list-style-type: none"> • Identify long and short vowel sounds in single syllable words • Produce the sound for each letter and blend to make a word • Take apart a word by sounds

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<p>number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words • Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>R.F.1.3.F Read words with inflectional endings.</p> <p>R.F.1.3.G. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding • Identify long and short vowels when reading one-syllable words • Accurately read both long and short vowels in common one-syllable words • Use specific strategies to decode words using syllables • Recognize the vowel sound in every syllable • Read inflected endings (ex:-ing, -ed, s, -es) • Identify and read grade-level high-frequency/irregular words in and out of context.
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors

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<p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary
Unit 3 Grade 1 Writing Standards	Unit 3 Grade 1 Writing Critical Knowledge and Skills
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.	<ul style="list-style-type: none"> • Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement
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.	<ul style="list-style-type: none"> • Respond to adults' and peers' (conferences and writing partner) questions and suggestions • Reflect on writing and make changes • Add descriptive words and details • Recognize and correct spelling, grammar and punctuation errors
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.	<ul style="list-style-type: none"> • Use technology to create and publish writing, with support when necessary • Use technology to collaborate with peers, with adult support when necessary
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).	<ul style="list-style-type: none"> • Understand their role in the shared projects • Contribute to the project from beginning to end • Use graphic organizers to aid in collaboration
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Unit 3 Grade 1 Speaking and Listening Standards	Unit 3 Grade 1 Speaking and Listening Critical Knowledge and Skills
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas

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Unit 3 Grade 1 Language Standards	Unit 3 Grade 1 Language Critical Knowledge and Skills
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p style="padding-left: 40px;">L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p style="padding-left: 40px;">L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p style="padding-left: 40px;">L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify conjunctions and explain their function in reading ● Use common conjunctions in writing ● Identify determiners and explain their function in reading ● Use determiners in writing ● Use prepositional words in writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.1.2.B. Use end punctuation for sentences.</p> <p style="padding-left: 40px;">L.1.2.C. Use commas in dates and to separate single words in a series.</p>	<ul style="list-style-type: none"> ● Apply knowledge of ending punctuation to writing ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p style="padding-left: 40px;">L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 40px;">L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words ● Use and understand words that are rich in meaning in reading, speaking, and writing

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<p>L.1.5.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).</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing 		
Unit 3 Grade 1 What This May Look Like			
District/School Formative Assessment Plan: Unit 3 Grade 1	District/School Summative Assessment Plan: Unit 3 Grade 1		
<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Running Records • Words Their Way Leveled Sort Assessments • Renaissance Learning Star Early Literacy and Star Assessments • Explanatory/Informational Writing Piece 	<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Running Records • Words Their Way Leveled Sort Assessments • Renaissance Learning Star Early Literacy and Star Assessments • Explanatory/Informational Writing Piece 		
District/School Texts: Unit 3 Grade 1	District/School Supplementary Resources: Unit 3 Grade 1		
<ul style="list-style-type: none"> • Words Their Way: <u>Word Sorts for Letter Name-Alphabetic Speller</u>, <u>Word Sorts for Within Word Pattern Spellers</u> • Fountas and Pinnell Leveled Library • Reading A-Z books and materials • Reading Eggs • Raz-Kids • Renaissance Learning • Explode the Code 	<ul style="list-style-type: none"> • Debbie Diller Resources: <u>Making the Most of Small Groups</u>, <u>Literacy Work Stations</u>, <u>Growing Independent Learners</u> • Making Words • Interactive Read Alouds • The Trait Crate 		
District/School Writing Tasks: Unit 3 Grade 1			
<p><u>Primary Focus</u></p> <p>Informative Writing Piece-Utilize factual information to</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><u>Secondary Focus</u></p> <p>Research: Utilize on-line school resources such as PebbleGo and non-fiction books to research information. Put information in own words.</p> </td><td style="width: 33%; vertical-align: top;"> <p><u>Routine Writing</u></p> <p>Journal Writing-Non-Fiction topics</p> <p>Specific journal tasks: creating lists of favorites, wonderings, people, places, answering questions</p> </td></tr> </table>	<p><u>Secondary Focus</u></p> <p>Research: Utilize on-line school resources such as PebbleGo and non-fiction books to research information. Put information in own words.</p>	<p><u>Routine Writing</u></p> <p>Journal Writing-Non-Fiction topics</p> <p>Specific journal tasks: creating lists of favorites, wonderings, people, places, answering questions</p>
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Unit 3 Grade 1 Possible Assignments/ Activities to Support Student Learning Within Unit 3			

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Plan for Language Study: Unit 3 Grade 1

New:

- Using nouns, verbs and prepositions
- Orally form plural nouns
- Understand and use question words (who, what, where, when, why, how)
- 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).
-

Review:

What is a sentence?

- *A sentence is a group of words giving a complete thought.*
- *A sentence must contain a subject and a verb (although one may be implied).*

- What is a subject (in a sentence)?
- What is a verb?
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

Academic Vocabulary:

Detail
Nouns (singular/plural)
Verbs
Topic
Facts
Opinion
Detail
Nouns (singular/plural)
Verbs
Topic
Facts
Opinion

Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health

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- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills: Unit 3 Grade 1

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

Differentiation / Accommodations / Modifications: Unit 3 Grade 1

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

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English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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Unit 4 Grade 1 Pacing: 6 - 7 Weeks		
Unit 4: Connections		Reading: <i>Why do we read? How do we use details to understand the author's message and the purpose of a text?</i> Writing: <i>Why and how do we share our opinions with others?</i>
Unit 4 Grade 1 Reading Standards		Unit 4 Grade 1 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Understand what key details are Determine what key details are in a text Recall key details of texts Ask and answer questions about key details Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> Identify the key details of a story Retell stories in their words capturing the key details Explain the story's central idea or message
		RI.1.2: <ul style="list-style-type: none"> Identify the key details of a text Retell texts in their own words capturing the key details Identify the main topic of the text
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.1.3: <ul style="list-style-type: none"> Identify key story details Provide a description of characters in a story using key details Provide a description of the setting of a story using key details Provide a description of the major events in a story using key details
		<ul style="list-style-type: none"> Identify the key people, events, ideas, or information in a text Explain how two individuals, events, ideas or pieces of information are linked
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.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: <ul style="list-style-type: none"> Read a variety of narrative and informational texts Identify the traits of narrative texts and informational texts Compare and contrast narrative and informational text, focusing on how they are different

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		<ul style="list-style-type: none"> • Explain the differences between narrative and informational texts
		RI.1.5: <ul style="list-style-type: none"> • Determine what text features help locate important information • Use headings to help understand text • Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
RL.1.6. Identify who is telling the story at various points in a text.	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • Identify the key points an author is making in a text • Recognize the author's reasoning by finding support within the text • Explain how this information is useful, with scaffolding, as needed
		<ul style="list-style-type: none"> • Determine the difference between information gained by examining pictures and information gained from the words in the text • Identify the difference between what pictures show and what the words in the text say
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: <ul style="list-style-type: none"> • Identify the characters in stories • Describe characters' experiences in the stories • Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems
		RI.1.9: <ul style="list-style-type: none"> • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently

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<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>R.F.1.3.F Read words with inflectional endings.</p> <p>R.F.1.3.G. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable ● Read inflected endings (ex:-ing, -ed, s, -es) ● Identify and read grade-level high-frequency/irregular words in and out of context.
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
<p>Unit 4 Grade 1 Writing Standards</p>	<p>Unit 4 Grade 1 Writing Critical Knowledge and Skills</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details

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	<ul style="list-style-type: none"> Recognize and correct spelling, grammar and punctuation errors
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.	<ul style="list-style-type: none"> Use technology to create and publish writing, with support when necessary Use technology to collaborate with peers, with adult support when necessary
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions Take notes on the key details of provided information Read provided information to answer research questions and take notes Recall from their own background knowledge to answer research questions
Unit 4 Grade 1 Speaking and Listening Standards	Unit 4 Grade 1 Speaking and Listening Critical Knowledge and Skills
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Add visuals in order to present detailed information to others Construct drawings or gather other visual media when describing Present information to others using appropriate visual displays to clearly express ideas
Unit 4 Grade 1 Language Standards	Unit 4 Grade 1 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.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).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> Identify common and proper nouns and provide examples of each Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading) Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking Identify different tenses of verbs in reading Explain how verbs can express past, present, and future Use verb tense to express past, present, and future in writing Identify adjectives and explain their function in reading Use common adjectives in writing Identify conjunctions and explain their function in reading Demonstrate sentence variety in speaking and writing

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<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Apply knowledge of ending punctuation to writing • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> • Use knowledge of common affixes and inflection to understand words • Apply root words and their inflectional forms in reading, writing and speaking • Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.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.</p>	<ul style="list-style-type: none"> • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing • Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts
<p style="text-align: center;">Unit 4 Grade 1 What This May Look Like</p>	
<p style="text-align: center;">District/School Formative Assessment Plan</p>	<p style="text-align: center;">District/School Summative Assessment Plan</p>
<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Running Records • Words Their Way Leveled Sort Assessments • Renaissance Learning Star Early Literacy and Star Assessments 	<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Running Records • Words Their Way Leveled Sort Assessments • Renaissance Learning Star Early Literacy and Star Assessments

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<ul style="list-style-type: none">Persuasive/Argumentative Writing Piece		<ul style="list-style-type: none">Persuasive/Argumentative Writing Piece	
District/School Texts		District/School Supplementary Resources	
<ul style="list-style-type: none">Words Their Way: <u>Word Sorts for Letter Name-Alphabetic Speller</u>, <u>Word Sorts for Within Word Pattern Spellers</u>Fountas and Pinnell Leveled LibraryReading A-Z books and materialsReading EggsRaz-KidsRenaissance LearningExplode the Code		<ul style="list-style-type: none">Debbie Diller Resources: <u>Making the Most of Small Groups</u>, <u>Literacy Work Stations</u>, <u>Growing Independent Learners</u>Making WordsInteractive Read AloudsThe Trait Crate	
District/School Writing Tasks: Unit 4 Grade 1			
Primary Focus <i>Opinion Writing: -provide support for position/opinion and rely on factual information rather than opinions.</i>	Secondary Focus <i>Providing supporting details and reasons when choosing a position or side.</i>		Routine Writing <i>Journal Writing: Answering specific questions. EX: What pet should we get?</i> <i>Specific journal tasks: creating lists: e.g. favorites, wonderings, people, places, answering questions</i>
Unit 4 Grade 1 Possible Assignments/ Activities to Support Student Learning Within Unit 4			
Plan for Language Study: Unit 4 Grade 1			
New: <ul style="list-style-type: none">Using nouns, verbs and prepositions	Review: What is a sentence?		Academic Vocabulary:

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<ul style="list-style-type: none">Orally form plural nounsUnderstand and use question words (who, what, where, when, why, how)	<ul style="list-style-type: none"><i>A sentence is a group of words giving a complete thought.</i><i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i>What is a subject (in a sentence)?What is a verb?	
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 4 Grade 1		
<ul style="list-style-type: none">Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)Reading and deciphering word problems in math, explaining verbally (both in writing and orally)Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideasNegotiation of complexity of text in science and social studiesResearch to build and present knowledge in science and social studiesVocabulary and language skill acquisition in discipline-specific readingsProduction and distribution of writing assignments and writing tasks in science, social studies, healthSpeaking and listening skills in tasks and presentations created for Visual and Performing Arts		
Integration of 21st Century Themes and Skills		
<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
2014 Technology Standards		
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize</p>	

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	<p>information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> • Conduct research and provide presentation of various topics. • Design surveys to generate and analyze data to be used in discussion. • Debate topics of interest / cultural importance. • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> • Use of Higher Level Questioning Techniques • Provide assessments at a higher level of thinking 	
<u>English Language Learners:</u>	
<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Provide copy of classnotes • Student may request books on tape / CD / digital media, as available and appropriate. • Assign a peer helper in the class setting 	
<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified Assignments 	

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- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.

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- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Unit 5 Grade 1 Pacing: 6 - 7 Weeks		
Unit 5: Possibilities Writing genre: Narrative		Unit 5: Reading - How do details in text make reading more interesting and exciting? Writing - Why do writers share stories?
Unit 5 Grade 1 Reading Standards		Unit 5 Grade 1 Reading Critical Knowledge and Skills
	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> • Identify the key details of a story • Retell stories in their words capturing the key details • Explain the story's central idea or message
		RI.1.2: <ul style="list-style-type: none"> • Identify the key details of a text • Retell texts in their own words capturing the key details • Identify the main topic of the text
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		RL.1.3: <ul style="list-style-type: none"> • Identify key story details • Provide a description of characters in a story using key details • Provide a description of the setting of a story using key details • Provide a description of the major events in a story using key details
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> • Recognize feeling words and phrases in texts • Recognize sensory words texts • Describe what feeling or sense the words and phrases are appealing to
		RI.1.4: <ul style="list-style-type: none"> • Identify words in text where the meaning is unclear or unknown • Ask and answer questions to help understand what words and phrases mean in the text • Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content • Use strategies when faced with an unknown word
RL.1.6. Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> • Identify the key points an author is making in a text • Recognize the author's reasoning by finding support within the text

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		<ul style="list-style-type: none"> ● Explain how this information is useful, with scaffolding, as needed
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		<p>RL.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.		<p>RL.1.9:</p> <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters' experiences in the stories ● Identify similarities and differences in characters' experiences in stories ● Identify similarities and differences in what happened to the characters ● Determine how characters solve problems
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above .		<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities
<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>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words ● Determine each phoneme of spoken one-syllable words

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<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>R.F.1.3.F Read words with inflectional endings.</p> <p>R.F.1.3.G. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding • Identify long and short vowels when reading one-syllable words • Accurately read both long and short vowels in common one-syllable words • Use specific strategies to decode words using syllables • Recognize the vowel sound in every syllable • Read inflected endings (ex:-ing, -ed, s, -es) • Identify and read grade-level high-frequency/irregular words in and out of context.
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary
<p>Unit 5 Grade 1 Writing Standards</p>	<p>Unit 5 Grade 1 Writing Critical Knowledge and Skills</p>
<p>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.</p>	<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> • Respond to adults' and peers' (conferences and writing partner) questions and suggestions • Reflect on writing and make changes • Add descriptive words and details • Recognize and correct spelling, grammar and punctuation errors
<p>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.</p>	<ul style="list-style-type: none"> • Use technology to create and publish writing, with support when necessary • Use technology to collaborate with peers, with adult support when necessary
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions

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Unit 5 Grade 1 Speaking and Listening Standards	Unit 5 Grade 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build the conversation • Ask question(s) when confused during a discussion
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 5 Grade 1 Language Standards	Unit 5 Grade 1 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing • Identify and explain the purpose of prepositions in reading • Use prepositional words in writing

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<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p>	<ul style="list-style-type: none"> • Apply rules for using commas in writing to dates and to single word series 		
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> • Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts • Explain the meaning of common affixes • Demonstrate accurate inflection when reading (reading a question vs. reading a statement) • Use knowledge of common affixes and inflection to understand words • Apply root words and their inflectional forms in reading, writing and speaking 		
<p style="text-align: center;">Unit 5 Grade 1 What This May Look Like</p>			
<p style="text-align: center;">District/School Formative Assessment Plan</p>	<p style="text-align: center;">District/School Summative Assessment Plan</p>		
<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Running Records • Words Their Way Leveled Sort Assessments • Renaissance Learning Star Early Literacy and Star Assessments • Dolch Sight Word Inventory: Pre-Primer, Primer and First • Published Writing Piece 	<ul style="list-style-type: none"> • Teacher's College Reading and Writing Project Running Records • Words Their Way Leveled Sort Assessments • Renaissance Learning Star Early Literacy and Star Assessments • Dolch Sight Word Inventory: Pre-Primer, Primer and First • Published Writing Piece 		
<p style="text-align: center;">District/School Texts</p>	<p style="text-align: center;">District/School Supplementary Resources</p>		
<ul style="list-style-type: none"> • Words Their Way: <u>Word Sorts for Letter Name-Alphabetic Speller</u>, <u>Word Sorts for Within Word Pattern Spellers</u> • Fountas and Pinnell Leveled Library • Reading A-Z books and materials • Reading Eggs • Raz-Kids • Renaissance Learning • Explode the Code 	<ul style="list-style-type: none"> • Debbie Diller Resources: <u>Making the Most of Small Groups</u>, <u>Literacy Work Stations</u>, <u>Growing Independent Learners</u> • Making Words • Interactive Read Alouds • The Trait Crate 		
<p style="text-align: center;">District/School Writing Tasks: Unit 5 Grade 1</p>			
<p>Primary Focus</p> <p><i>Multiple purpose writing pieces-Focus on publishing a writing piece</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Secondary Focus</p> <p><i>Using multiple methods to publish- typed and hand-written, book format, completed writing piece, etc</i></p> </td><td style="width: 50%; vertical-align: top;"> <p>Routine Writing</p> <p><i>Journal Writing: as a method of planning</i></p> <p><i>Specific journal tasks: creating lists of favorites, wonderings, people, places, answering questions</i></p> </td></tr> </table>	<p>Secondary Focus</p> <p><i>Using multiple methods to publish- typed and hand-written, book format, completed writing piece, etc</i></p>	<p>Routine Writing</p> <p><i>Journal Writing: as a method of planning</i></p> <p><i>Specific journal tasks: creating lists of favorites, wonderings, people, places, answering questions</i></p>
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Unit 5 Grade 1 Possible Assignments/ Activities to Support Student Learning Within Unit 5		
Plan for Language Study: Unit 5 Grade 1		
New: <ul style="list-style-type: none"> Using nouns, verbs and prepositions Orally form plural nouns Understand and use question words (who, what, where, when, why, how) 	Review: What is a sentence? <ul style="list-style-type: none"> <i>A sentence is a group of words giving a complete thought.</i> <i>A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).</i> <ul style="list-style-type: none"> What is a subject (in a sentence)? What is a verb? 	Academic Vocabulary:
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 5 Grade 1		
<ul style="list-style-type: none"> Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) Reading and deciphering word problems in math, explaining verbally (both in writing and orally) Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas Negotiation of complexity of text in science and social studies Research to build and present knowledge in science and social studies Vocabulary and language skill acquisition in discipline-specific readings Production and distribution of writing assignments and writing tasks in science, social studies, health Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		
Integration of 21st Century Themes and Skills		
<u>21st Century Skills/ Career Ready Practices:</u>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.	

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	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
2014 NJ Technology Standards:	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<p style="text-align: center;"><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> • Conduct research and provide presentation of various topics. • Design surveys to generate and analyze data to be used in discussion. • Debate topics of interest / cultural importance. • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Exploration of art and/or artists to understand society and history. • Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> • Use of Higher Level Questioning Techniques • Provide assessments at a higher level of thinking <p style="text-align: center;"><u>English Language Learners:</u></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations 	

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.