BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 1

PACING>	UNIT #1	UNIT #2	UNIT #2.5
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TOPIC/THEME AND OBJECTIVES	 8 Weeks (September) Becoming a Community of Readers and Writers Demonstrate proper book handling skills and use classroom library appropriately. Read independently using repeated readings, patterned texts and picture cues after whole-class shared reading experiences. (RF.1.4.a) Identify and demonstrate effective reading behaviors/habits (egg. choosing a location, appropriate volume, maintaining focus and building stamina). Recognize that printed material can be organized by various characteristics 	 8 Weeks (November) Becoming a Good Reader Tell a Story with Pictures and Words Reading: Reread as necessary to confirm and self-correct word recognition and understanding. (RF.1.4.c) Use letter sound information and pictures (visual), meaning (semantics), and/or language (syntax) to comprehend text. (RF.1.3.b, RF.1.4.c) Monitor and self-correct to make sure reading makes sense. (RF.1.4.c) Read text orally with accuracy, appropriate rate and expression. (PE 1.4.b) 	 6 Weeks (January) Writing a Narrative Focus on a topic with guidance and support. (W.1.5) Use strategies/organizers to plan a narrative piece of writing. (W.1.3) Identify characters about whom to tell a story and include details to describe them. (W.1.3, R.1.3, SL.1.4) Determine the setting of their piece and include information to communicate location and time to the reader. (W.1.3, R.1.3, SL.1.4) Develop the problem to be solved or the goal to be achieved in a fictional narrative (W.1.3, R.1.3, SL.1.4)
	 organized by various characteristics (genre, reading level, etc.) (RL.1.5) Explain major differences between books that tell stories and books that give information Identify and model effective listening behaviors (egg. making eye contact, nodding thinking of questions to ask, responding). (SL.1.1.a) Establish guidelines for discussion such as taking turns when speaking and building on other's thoughts, feelings and opinions. (SL.1.1.a, SL.1.1.b, SL.1.1.c) Express ideas and feelings clearly using appropriate tone and volume for the task and situation. (SL.1.4) Produce complete sentences to share ideas when appropriate. (L.1.1.j, SL.1.6) Recognize and show respectful behaviors for others' perspectives during discussions. Participate in independent and community reading experiences such as shared, 	 (RF.1.4.b) Use punctuation to determine pacing and intonation. (RF.1.4.b) Use cross-checking for reading strategies to confirm word recognition and meaning. (RF.1.4.c) Match oral words to printed words. (RF.1.1.a) Recognize and read high-frequency words with automaticity to aid comprehension. (RF.1.3.g) Encode and decode words with common consonant diagraphs (th, sh, wh, ph, ck) (RF1.3.a) Encode and decode the graphic symbols for phonemes in initial medial and final positions. (CVC words) (RF1.3b) Read grade level appropriate high frequency words in and out of context. (RF 1.3.g) Identify and read words showing possessives. (RF 1.3f) 	 narrative. (W.1.3, R.1.3, SL.1.4) Compose a fictional narrative that includes character(s) setting problem, and solution, recounting two or more sequenced events. (W.1.3, SL.1.4) Use temporal words (first, next, then). (W.1.3) Add details, including illustration, to strengthen writing. (W.1.3, W.1.5, SL.1.5) Plan a beginning, middle and end. (W.1.3) Provide a sense of closure. (W.1.3) Respond to questions and suggestions from peers/adults. (W.1.5) Capitalize names of people. (L.1.2.a) Use end punctuation. (L.1.2.b) Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. (L.1.2.d)

guided, partner and read aloud. (RL.1.10, RI.1.10)	•	Add, delete final syllable
Establish reading goals (personal and/or		words. (RF1
community).	•	Blend indivi
 Establish guidelines for organization, 		words. (RF1
structure, procedures and behaviors	•	Use frequen
during small group and independent		to the mean
skill-based workstations/activities.	•)Identify fre
 Identify and create a series of rhyming 		and their inf
words. (RF 1.2.a)		looked and l
• Identify the word that does not rhyme in	•	Demonstrat
a series. (RF1.2a)		organizatior

- Identify words with matching initial, medial and final sounds. (RF 1.2.d)
- Segment words into individual phonemes. (RF1.2d)
- Isolate and produce initial, medial vowel and final sounds in words. (RF 1.2.d)
- Add, delete or substitute initial, medial, final syllables and sounds to create new words (cow to how, cat to can) (RF 1.2)
- Demonstrate understanding of the organization and basic features of print including that text is read left to right, top to bottom first word, capitalization and ending punctuation. (RF 1.1a)
- Utilize proper spelling-sound correspondences for common consonant digraphs
- Read grade-appropriate irregularly spelled words
- Ask questions and respond to the comments of others through multiple exchanges
- Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Writing:

- Identify and demonstrate effective writing behaviors/habits.
- Participate in group writing activities such as experience stories, interactive writing, shared, guided and independent writing.
- Begin to share ideas for writing through talking, sharing and drawing. (W.1.5)

- Add, delete or substitute initial medial, final syllables and sounds to create new words. (RF1.2)
- Blend individual phonemes to create words. (RF1.2b)
- Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4.B
-)Identify frequently occurring root words and their inflectional forms (look, looks, looked and looking) (L1.4.c)
- Demonstrate understanding of the organization and basic features of print including that text is read left-to-right, top-to-bottom (directionality), first word, capitalization and ending punctuation. (RF.1.1.a)
- Decode regularly spelled one-syllable words.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Writing:

- Focus on a topic with guidance and support. (W.1.5)
- Use strategies/organizers to plan a narrative piece of writing. (W.1.3)
- Identify characters about whom to tell a story and include details to describe them. (W.1.3, R.1.3, SL.1.4)
- Determine the setting of their piece and include information to communicate location and time to the reader. (W.1.3, R.1.3, SL.1.4)
- Develop the problem to be solved or the goal to be achieved in a fictional narrative. (W.1.3, R.1.3, SL.1.4)
- Compose a fictional narrative that includes character (setting, problem, and solution, recounting two or more sequenced events. (W.1.3, SL.1.4)
- Compose a narrative piece of writing recounting two or more sequenced events.
- Share/read personal narrative writing with an audience throughout the writing process for the purpose of strengthening

- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.e)
- Identify and use frequently occurring adjectives to improve speaking and writing. (L.1.1.f)
- Create basic sentences using subject/verb agreement in speaking and writing. (L.1.1.c)
- Use frequently occurring conjunctions when speaking and writing. (L.1.1.g)

Phonics, Spelling, and/or Word Study

- Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

<u>Grammar</u>

- Use conjunctions in forming sentences when speaking and writing.
- Identify and use frequently occurring adjectives to improve speaking and writing.

Review:

- Capitalize names of people.
- Use end punctuation.

Apply the relationship between spoken	the writing. (W.15, SL.1.1.A, SL.1.1.b,	
word and print. (RF.1.1)	SL.1.2, SL.1.3, SL.1.6)	
 Use left-to-right, top-to-bottom 	 Demonstrate command of the 	
(directionality) and use appropriate	conventions of standard English	
spacing between words. (RF.1.1)	capitalization, punctuation, grammar, and	
 Use simple sentences to convey ideas. 	spelling when writing.	
(RF.1.a, L.1.1.j)	• Develop and strengthen writing as needed	
Continue to use pictures, developmental	by planning, revising, editing, rewriting,	
spelling or conventional text to create	or trying a new approach.	
writing drafts. (SL.1.5)	or a ying a new approach	
 With guidance and support, focus on a 		
topic, respond to questions and	Dhamiaa Cualling and (an Wand Chudu	
suggestions from peers, and add details	Phonics, Spelling, and/or Word Study	
and correct end punctuation (e.g.	• consonant digraphs (sh, th, wh, ch,	
exclamation marks) to sentences.	ph)	
Begin to use basic punctuation and	 beginning and ending blends short 	
capitalization. (RF.1.1)	u, e,	
Demonstrate one-to-one correspondence	 Use conventional spelling in words 	
when reviewing your writing. (RF.1.1.a)	with common spelling patterns and	
 Use pictures to aid and support the telling 	for frequently occurring irregular	
of a story. (SL.1.5)	words.	
 Use letter/sound knowledge in attempt to 		
stretch and write some words. (L.1.2.d)	Grammar	
(L.1.2.e)	Capitalize names of people.	
• Share/read their writing with an audience	Use end punctuation	
throughout the writing process for the	• Use common, proper and possessive	
purpose of strengthening the writing.	nouns	
(SL.1.2.) (W.1.5)	 Use verbs to convey a sense of past 	
 Identify common, proper, and possessive 	present and future.	
nouns in a given passage (L.1.1.b)	 Inflectional endings 	
 Identify verbs in a given passage 		
	 root words affixes 	
(L.1.1.e)		
Create basic sentences using subject-verb		
agreement in speaking and writing.		
(L.1.1.c)		
Print upper and lowercase letters.		
(L.1.1.a)		
Integrate and evaluate information		
presented in diverse media and formats,		
including visually, quantitatively, and		
orally.		
 Write narratives to develop real or 		
imagined experiences or events using		
effective technique, well-chosen details,		
and well-structured event sequences.		
Produce and expand complete simple and		
compound declarative, interrogative,		

ESSENTIAL QUESTIONS & ENDURING • How can we work together as a class, in small groups, and individually took like • What does a reading community look like • What does a reading community look like
Phonics, Spelling, and/or Word Study • Short vowel a, i and o. • Consonant digraphs (sh, wh, th, ch) consonant sounds Grammar • Nouns • Verbs • Sentences: declarative, • exclamatory, interrogative, imperative • Produce complete sentences to share ideas. • How can we work together as a class, in small groups, and individually to become better readers? • How do readers construct meaning from
 Short vowel a, i and o. Consonant digraphs (sh, wh, th, ch) consonant sounds Grammar Nouns Verbs Sentences: declarative, exclamatory, interrogative, imperative Produce complete sentences to share ideas. ESSENTIAL QUESTIONS & How can we work together as a class, in small groups, and individually to become better reader? How do readers construct meaning from How do I create and organize a fiction piece of writing to include character, setting, problem, and solution?
 Nouns Verbs Sentences: declarative, exclamatory, interrogative, imperative Produce complete sentences to share ideas. How can we work together as a class, in small groups, and individually to become better readers? What reading strategies can we use to become a better reader? How do I create and organize a fiction piece of writing to include character, setting, problem, and solution? How do I create and organize a fiction piece of writing to include character, setting, problem, and solution?
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exclamatory, interrogative, imperative • Produce complete sentences to share ideas. • What reading strategies can we use to become a better reader? • How do I create and organize a fiction piece of writing to include character, setting, problem, and solution?
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share ideas. whet reading strategies can we use to better readers? How do I create and organize a fiction piece of writing to include character, setting, problem, and solution?
ESSENTIAL QUESTIONS & ENDUDING • How can we work together as a class, in small groups, and individually to become better readers? • What reading strategies can we use to become a better reader? • How do I create and organize a fiction piece of writing to include character, setting, problem, and solution?
QUESTIONS & ENDURTIONS & ENDURTIONS & small groups, and individually to become better readers? become a better reader? piece of writing to include character, setting, problem, and solution?
better readers? • How do readers construct meaning from setting, problem, and solution?
UNDERSTANDINGS • What does a reading community look like and how do I recognize myself as an other working bigitter and better?
individual reader in the community? help you understand what you read? • How can I make sure my language
Why is letter-sound correspondence Fluent readers gain meaning by reading sounds right?
important in reading and writing? with expression and use various reading • Writers can generate fiction ideas from
How can I manipulate sounds to make strategies throughout the reading their own lives or reading mentor texts.
words? process. • Fictional narratives include story elements
To form a love of reading students must An effective reader must learn to decode such as characters, setting, problem, and
be engaged in a variety of texts. print with automaticity, read texts fluently solution.
Through modeled, shared, guided and and accurately, and understand what has Language has consistent patterns and independent reading surgering and writing
independent reading experiences students develop their skills as readers and exection
effectively communicate their thoughts and word analysis skill to decode print
and opinions with automaticity to better comprehend
How can we work together as a class and text.
individually to become better writers? • How do I use personal experiences to
What does a writing community look like express and write stories?
and how do I recognize myself as an • How do I make my stories readable?
individual writer in the community? • How do I effectively communicate my the use the use the section of the lines when encelving and
 How do good writers convey their message? thoughts and feelings when speaking and writing?
 message? Why is there structure to our language? A narrative story is a piece that uses a
Writing serves many purposes, including detailed sequence of events.
entertaining, informing and persuading.
A strong writing community is built the writer's own life experiences and
through sharing and respecting engages the reader.
everyone's ideas.

STANDARDS	READING:	READING:	Reading Literature (RL)
	Reading Literature (RL)	Reading Foundational Skills (RF)	NJSLSA.RL.1.3 Describe characters, settings, and major
	NJSLSA.RL.1.5 Explain major differences	NJSLSA.RF.1.1	events in a story, using key details.
	between books that tell stories and books	Demonstrate mastery of the	
	that give information, drawing on a wide	organization and basic features of print	Writing (W)
	reading of a range of text types.	including those listed under	
		Kindergarten foundation skills.	NJSLSA.W.3
	NJSLSA.RL.1.10		Write narratives to develop real or imagined
	With prompting and support, read and comprehend stories and poetry at grade	NJSLSA.RF.1.1.A Recognize the distinguishing features of a	experiences or events using effective technique, well-chosen details, and
	level complexity or above	sentence (e.g., first word, capitalization,	well-structured event sequences.
	lever complexity of above	ending punctuation).	wen structured event sequences.
	Reading Info Text (RI)		NJSLSA.W.4
		NJSLSA.RF.1.2	Produce clear and coherent writing in which
	NJSLSA.RI.1.10	Demonstrate understanding of spoken words,	the development, organization, and style are
	With prompting and support, read	syllables, and sounds (phonemes).	appropriate to task, purpose, and audience.
	informational texts at grade level text		
	complexity or above.	NJSLSA.RF.1.2.A	NJSLSA.W.5
	Reading Foundational Skills (RF)	Distinguish long from short vowel sounds in spoken single-syllable words.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
	Reading Foundational Skins (RF)	spoken single-synable words.	trying a new approach.
		NJSLSA.RF.1.2.B	
	NJSLSA.RF.1.1	Orally produce single-syllable words by	NJSLSA.W.10
	Demonstrate mastery of the	blending sounds (phonemes), including	Write routinely over extended time frames
	organization and basic features of print	consonant blends.	(time for research, reflection, and revision)
	including those listed under		and shorter time frames (a single sitting or a
	Kindergarten foundation skills.	NJSLSA.RF.1.2.C	day or two) for a range of tasks, purposes,
	NJSLSA.RF.1.1.A	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken	and audiences.
	Recognize the distinguishing features of a	single-syllable words.	NJSLSA.W.1.3
	sentence (e.g., first word, capitalization,	single synable words.	Write narratives in which they recount two or
	ending punctuation).	NJSLSA.RF.1.2.D	more appropriately sequenced events,
	5 Fr	Segment spoken single-syllable words into	include some details regarding what
	NJSLSA.RF.1.2	their complete sequence of individual sounds	happened, use temporal words to signal
	Demonstrate understanding of spoken	(phonemes).	event order, and provide some sense of
	words, syllables, and sounds		closure.
	(phonemes) by using knowledge that	NJSLSA.RF.1.3	
	every syllable must have a vowel sound to determine the number of syllables in	Know and apply grade-level phonics and word analysis skills in decoding words.	NJSLSA.W.1.5 With guidance and support from adults,
	a printed word.	word analysis skins in decoding words.	strengthen writing through response
		NJSLSA.RF.1.3.A	and self-reflection using questions and
	NJSLSA.RF.1.2.C	Know the spelling-sound correspondences for	suggestions from peers (e.g., adding
	Isolate and pronounce initial, medial vowel,	common consonant digraphs.	details).
	and final sounds (phonemes) in spoken		
	single-syllable words.	NJSLSA.RF.1.3.B	NJSLSA.W.1.8

NJSLSA.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Decode regularly spelled one-syllable words. <u>NJSLSA.RF.1.3.D</u> <u>Distinguish long and short vowels when</u> <u>reading regularly spelled one-syllable</u> <u>words.</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening (SL)
NJSLSA.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. NJSLSA.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs. NJSLSA.RF.1.3.B	NJSLSA.RF.1.3.F Read words with inflectional endings. NJSLSA.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.	NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Decode regularly spelled one-syllable words. <u>NJSLSA.RF.1.3.D</u> <u>Distinguish long and short vowels when</u> <u>reading regularly spelled one-syllable</u> <u>words.</u>	NJSLSA.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. NJSLSA.RF.1.4.A Read on-level text with purpose and understanding.	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words. NJSLSA.RF.1.4.A Read on-level text with purpose and	NJSLSA.F.1.4.B Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	NJSLSA.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
understanding. Speaking & Listening (SL)	NJSLSA.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	NJSLSA.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).
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Language (L) NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	NJSLSA.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. NJSLSA.SL.1.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3 Evaluate a speaker's point of view,	NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. NJSLSA.SL.1.3 Ask and answer questions about what a
reasoning, and use of evidence and rhetoric.	<u>Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-,</u>	speaker says in order to gather additional

NJSLSA.SL.1.1	pre-, -ful, -less) as a clue to the meaning	information or clarify something that is not
Participate in collaborative conversations with	<u>of a word.</u>	understood.
diverse partners about grade 1 topics and		
texts with peers and adults in small and	NJSLSA.L.1.4.C	NJSLSA.SL.1.4
larger groups.	Identify frequently occurring root words	Describe people, places, things, and events
	(e.g., look) and their inflectional forms (e.g.,	with relevant details, expressing ideas and
NJSLSA.SL.1.1.A	looks, looked, looking).	feelings clearly.
Follow agreed-upon norms for		
discussions (e.g., listening to others	NJSLSA.L.1.5	NJSLSA.SL.1.5
with care, speaking one at a time about	With guidance and support from adults,	Add drawings or other visual displays to
the topics and texts under discussion).	demonstrate understanding of word	descriptions when appropriate to clarify
the topics and texts under discussion.	relationships and nuances in word meanings.	ideas, thoughts, and feelings.
	relationships and huances in word meanings.	ideas, thoughts, and reenings.
NJSLSA.SL.1.1.B	WDITING	
Build on others' talk in conversations by	WRITING:	NJSLSA.SL.1.6
responding to the comments of others		Produce complete sentences when
through multiple exchanges.	NJSLSA.W.3	appropriate to task and situation.
	Write narratives to develop real or imagined	
NJSLSA.SL.1.1c	experiences or events using effective	Language (L)
Ask questions to clear up any confusion	technique, well-chosen details, and	
about the topics and texts under discussion.	well-structured event sequences.	NJSLSA.L.1
		Demonstrate command of the conventions
NJSLSA.SL.1.2	NJSLSA.W.4	standard English grammar and usage when
Ask and answer questions about key details	Produce clear and coherent writing in which	writing or speaking.
in a text read aloud or information presented	the development, organization, and style are	
orally or through other media.	appropriate to task, purpose, and audience.	NJSLSA.L.2
orany of an ough other median	appropriate to tably purpose, and dateneer	Demonstrate command of the conventions of
NJSLSA.SL.1.3	NJSLSA.W.5	standard English capitalization, punctuation
Ask and answer questions about what a	Develop and strengthen writing as needed by	and spelling when writing.
speaker says in order to gather additional	planning, revising, editing, rewriting, or	and spenning when writing.
information or clarify something that is not	trying a new approach.	NJSLSA.L.1.1.E
understood.		Use verbs to convey a sense of past, preser
	NJSLSA.W.10	and future (e.g., Yesterday I walked home;
NJSLSA.SL.1.4	Write routinely over extended time frames	Today I walk home; Tomorrow I will walk
Describe people, places, things, and events	(time for research, reflection, and revision)	home).
with relevant details, expressing ideas and	and shorter time frames (a single sitting or a	
feelings clearly.	day or two) for a range of tasks, purposes,	NJSLSA.L.1.1.F
	and audiences.	Use frequently occurring adjectives.
NJSLSA.SL.1.5		
Add drawings or other visual displays to	Speaking and Listening (SL)	NJSLSA.L.1.1.G
descriptions when appropriate to clarify		Use frequently occurring conjunctions (e.g.,
ideas, thoughts, and feelings.	NJSLSA.SL1	and, but, or, so, because).
	Prepare for and participate effectively in a	
NJSLSA.SL.1.6	range of conversations and collaborations	NJSLSA.L.1.2
Produce complete sentences when	with diverse partners, building on others'	Demonstrate command of the conventions of
appropriate to task and situation.	ideas and expressing their own clearly and	standard English capitalization, punctuation
appropriate to task and situation.	persuasively.	and spelling when writing.
	persuasively	and spenning when whiting.

	NICL CA CLA	NJSLSA.L.1.2.A
	NJSLSA.SL4	
Language (L)	Present information, findings, and supporting	Capitalize dates and names of people.
	evidence such that listeners can follow the	
NJSLSA.L.1	line of reasoning and the organization,	NJSLSA.L.1.2.B
Demonstrate command of the conventions of	development, and style are appropriate to	Use end punctuation for sentences.
standard English grammar and usage when	task, purpose, and audience.	
writing or speaking.		NJSLSA.L.1.2.D
	NJSLSA.SL.1.1	Use conventional spelling for words with
NJSLSA.L.1.1.J	Participate in collaborative conversations with	common spelling patterns and for frequently
Produce and expand complete simple and	diverse partners about grade 1 topics and	occurring irregular words.
compound declarative, interrogative,	texts with peers and adults in small and	
imperative, and exclamatory sentences in	larger groups.	NJSLSA.L.1.2.E
response to prompts.		Spell untaught words phonetically, drawing
	NJSLSA.SL.1.1.A	on phonemic awareness and spelling
NJSLSA.L.1.5	Follow agreed-upon norms for	conventions.
With guidance and support from adults,	discussions (e.g., listening to others	
demonstrate understanding of word	with care, speaking one at a time about	
relationships and nuances in word meanings.	the topics and texts under discussion).	
NJSLSA.L.1.6	NJSLSA.SL.1.1.B	
Use words and phrases acquired through	Build on others' talk in conversations by	
conversations, reading and being read to,	responding to the comments of others	
and responding to texts, including using	through multiple exchanges.	
frequently occurring conjunctions to signal		
simple relationships (e.g., because).	NJSLSA.SL.1.1.C	
	Ask questions to clear up any confusion	
NJSLSA.L.1.1	about the topics and texts under discussion.	
Demonstrate command of the conventions of		
standard English grammar and usage when	NJSLSA.SL.1.1	
writing or speaking.	Participate in collaborative conversations with	
which g of speaking.	diverse partners about grade 1 topics and	
NJSLSA.L.1.1.A	texts with peers and adults in small and	
Print all upper- and lowercase letters.	larger groups.	
Frint an upper- and lowercase letters.	laiger groups.	
NJSLSA.L.1.1.B	NJSLSA.SL.1.1.A	
Use common, proper, and possessive nouns.	<u>Follow agreed-upon norms for</u>	
ose common, proper, and possessive nouns.	discussions (e.g., listening to others	
NJSLSA.L.1.1.C		
	with care, speaking one at a time about	
Use singular and plural nouns with matching	the topics and texts under discussion).	
verbs in basic sentences (e.g., He hops; We		
hop).	NJSLSA.SL.1.1.B	
	Build on others' talk in conversations by	
NJSLSA.L.1.1.J	responding to the comments of others	
Produce and expand complete simple and	through multiple exchanges.	
compound declarative, interrogative,		
imperative, and exclamatory sentences in	NJSLSA.SL.1.1.C	
response to prompts.		

	Ask questions to clear up any confusion	
NJSLSA.L.1.2.D	about the topics and texts under discussion.	
Use conventional spelling for words with		
common spelling patterns and for frequently	NJSLSA.SL.1.2	
occurring irregular words.	Ask and answer questions about key details	
	in a text read aloud or information presented	
NJSLSA.L.1.2.E	orally or through other media.	
Spell untaught words phonetically, drawing	orally of allough other media.	
on phonemic awareness and spelling	NJSLSA.SL.1.3	
conventions.	Ask and answer questions about what a	
conventions.	speaker says in order to gather additional	
WRITING:	information or clarify something that is not	
NJSLSA.W.3	understood.	
Write narratives to develop real or imagined		
experiences or events using effective	NJSLSA.SL.1.4	
	Describe people, places, things, and events	
technique, well-chosen details, and		
well-structured event sequences.	with relevant details, expressing ideas and	
	feelings clearly.	
NJSLSA.W.5	NJSLSA.SL.1.5	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or		
	Add drawings or other visual displays to	
trying a new approach.	descriptions when appropriate to clarify	
	ideas, thoughts, and feelings.	
NJSLSA.W.1.5		
With guidance and support from adults,	NJSLSA.SL.1.6	
strengthen writing through response	Produce complete sentences when	
and self-reflection using questions and	appropriate to task and situation.	
suggestions from peers (e.g., adding		
<u>details).</u>	Writing (W)	
	NJSLSA.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.	
	NJSLSA.W.1.5	
	<u>With guidance and support from adults,</u> strengthen writing through response	
	and self-reflection using questions and	
	<u>suggestions from peers (e.g., adding</u> details).	
	<u>uetansj.</u>	
	NJSLSA.W.1.8	
	NJ3L3A.W.1.0	

		With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
		Language (L)	
		NJSLSA.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		NJSLSA.L.1.2.A Capitalize dates and names of people.	
		NJSLSA.L.1.2.B Use end punctuation for sentences.	
		NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
		NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group
PROCEDURES	Reading	Reading	Reading
	Model, shared and guided practice of:-Appropriate speaking and listening-Procedures and routines-Choosing just-right books-Use of reading journals and/or logsPosters/anchor charts (classroomlistening/sharing rules, classroomprocedures)Read aloud/Model textsLiteracy centersMini- lessonsChoral reading of Poems and songsSound/Picture/Object sortWord family activitiesClapping and tapping activitiesVAKT activities- sand trays, skywriting, etc.Word ladders	Model, shared and guided practice of:-Appropriate speaking and listening-Procedures and routines-Choosing just-right books-Use of reading journals and/or logsGuided reading groupsMini-lessonsPartner readingLanguage experience chartsBig BooksLeveled readersThink aloudsAnchor chartsChoral/echo and repeated readingsReading conferencesModel and guided practiceShared reading	Model, shared and guided practice of: Appropriate speaking and listening Procedures and routines Choosing just-right books Use of reading journals and/or logs Posters/anchor charts (classroom listening/sharing rules, classroom procedures) Read aloud/Model texts Mini- lessons Choral reading of Poems and songs Sound/Picture/Object sort Word family activities Clapping and tapping activities VAKT activities- sand trays, skywriting, etc. Word ladders Word wall activities

Word wall activities Making words skill based workstations Writing prompts Journaling Shared, guided and independent writing/reading Author chair Morning message/question Think, pair, share Demonstrate proper book handling skills and use classroom library appropriately. Establish reading goals Making connections

Phonics, Spelling, and/or Word Study

Short vowel a, i and o. Consonant digraphs (sh, wh, th, ch) consonant sounds

Grammar

Nouns Verbs Sentences: declarative, exclamatory, interrogative, imperative Produce complete sentences to share ideas.

<u>Writing</u>

Write thoughts in complete sentences. Compare and contrast complete and incomplete sentences. Use appropriate spacing between words. Begin each sentence with a capital and end with correct punctuation.

Writing prompts Mini-lessons Shared, guided, and independent writing Journaling Creative writing Author's Chair Writing prompts Mini-lessons Mentor texts/read alouds Morning Message Word Wall Think alouds/modeled writing

Poems and songs Read aloud/Model text Language experience charts Story maps sound/picture/ object sorts matching/memory games literature and rhymes clapping and tapping activities word families word ladders poems and songs word pairs sound detectives/ hunts tic tac toe literacy centers word wall language charts morning message word cluster or web modeled interactive and guided writing Making connections

Phonics, Spelling, and/or Word Study

consonant digraphs (sh, th, wh, ch, ph) beginning and ending blends short u, e, Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words.

Grammar

Capitalize names of people. Use end punctuation Use common, proper and possessive nouns Use verbs to convey a sense of past present and future. Inflectional endings root words affixes

<u>Writing</u>

Mini lessons Sharing and discussion Think alouds/modeled writing Shared, guided, interactive writing Independent writing Word Wall Writing conferences Making words skill based workstations Writing prompts Journaling Shared, guided and independent writing Author chair Morning message/question Think, pair, share Guided reading Retelling Making connections

Phonics, Spelling, and/or Word Study

Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

<u>Grammar</u>

Use conjunctions in forming sentences when speaking and writing. Identify and use frequently occurring adjectives to improve speaking and writing. Review: Capitalize names of people. Use end punctuation.

<u>Writing</u>

Mini lessons Sharing and discussion Think alouds/modeled writing Shared, guided, interactive writing Independent writing Word Wall Writing conferences Read aloud of mentor text Author's chair Sketching ideas with illustrations Journaling Sound/picture/object sort Written responses Morning message Daily oral language Songs, poems, literature and rhymes

	Anchor charts Individual Student-Teacher Reading and Writing Conferencing Journaling Guided reading/writing Learning centers Small Groups Group reading logs Skill-based workstations Guided reading groups	Read aloud from mentor text Author's chair Sketching ideas with illustrations Journaling Language experience charts Written responses Morning message Songs, poems, literature and rhymes <u>Individual</u> Student-Teacher Reading and Writing Conferencing Journaling	IndividualStudent-Teacher Reading and WritingConferencingJournalingGuided reading/writingLearning centersSmall GroupsGroup reading logsSkill-based workstationsGuided reading groupsLiteracy centers
	Literacy centers	Guided reading/writing Learning centers Small Groups Group reading logs Skill-based workstations Guided reading groups Literacy centers	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Calkins Journeys Reading Program Project Read/Orton Gillingham Fundamentals/Wilson Fountas & Pinnell Leveled Literacy Intervention System (LLI)	Materials Big books poems, songs, e-books, etc. Read alouds/mentor texts Calkins Units of Study/Curricular Plans Daily Five; Gail Boushey & Joan Moser Making Meaning Being a Writer Recipe for Reading Sight words (Dolch/Journeys) Writing Fundamentals; Lucy Calkins Journeys Reading Program Project Read/Orton Gillingham Fundamentals/Wilson Leveled Literacy Intervention System (LLI);Fountas & Pinnell	MaterialsBig bookspoems, songs, e-books, etc.Read alouds/mentor textsCalkins Units of Study/Curricular PlansDaily Five; Gail Boushey & Joan MoserMaking MeaningBeing a WriterRecipe for ReadingSight words (Dolch/Journeys)Writing Fundamentals; Lucy CalkinsJourneys Reading ProgramProject Read/Orton GillinghamFundamentals/WilsonLeveled Literacy Intervention System(LLI);Fountas & PinnellMentor Texts
	Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic	Leveled Texts/readers: Journeys Rigby Wright National Geographic Scholastic	Calkins Units of Study/Curricular Plans 6+1 Traits Craft Lessons, Ralph Fletcher Using Picture Books to Teach Writing with theTraits, Culham & Coutu Leveled Texts/readers: Journeys

	1		Distric
			Rigby
			Wright
			National Geographic
			Scholastic
ACCECCMENTO	Formative	Formative	Formative
ASSESSMENTS	Running records	Running records	Running records
	Check lists	Check lists/folders	Check lists
	Reflection		Reflection
		Reflection	
	Anecdotal records	Anecdotal records	Anecdotal records
	Teacher observations	Teacher observations	Teacher observations
	Project Read/Orton-Gillingham	Project Read/Orton-Gillingham	Project Read/Orton-Gillingham
	Sight words	Sight words	Sight words
	Journeys weekly assessments	Journeys weekly assessments	Journeys weekly assessments
	LLI	LLI	LLI
	Student participation	Work samples	Work samples
	Workstation/literacy center	Student participation	Student participation
	completion/checklist	NJ Model curriculum writing continuum	Writing samples
	Teacher observation	NJ Model curriculum story rubric	Teacher observation
	Writing checklist	Writing conferences	Writing checklist
	Writing conference	Graphic organizers	Writing conferences
	Writing assessments	Writing portfolio	Graphic organizers
	Writing portfolio	Writing checklist	Graphic organizers
	Skill sheets	Rubrics	Summative
		Fictional narrative published piece (Fantasy	Dibels/DRA/BAS
	Performance tasks: sorting literacy center		
	activities	or Realistic)	Project Read/Orton-Gillingham
		Reading/writing conferences	Sight words
	Summative	Workstation/literacy center	Journey's Unit test
	Dibels/DRA/BAS	DRA	Comprehension Assessments
	Project Read/Orton-Gillingham		Word Sorts
	Sight words	<u>Summative</u>	
	Journey's Unit test	Dibels/DRA/BAS	<u>Benchmark</u>
	Comprehension assessments	Project Read/Orton-Gillingham	Dibels/DRA/BAS/MAP/Rigby/Words Their Way
	Word Sorts	Sight words	Writing portfolio
		Journey's Unit test	NJ Model Curriculum
	Benchmark	Comprehension Assessments	http://www.state.nj.us/education/modelcurri
	Dibels/DRA/BAS/MAP/Words Their Way/Rigby	Word Sorts	culum/ela/1u1.shtml
	, , , , , ,	-	login: Model password: curriculum
	NJ Model Curriculum	Benchmark	
	http://www.state.nj.us/education/modelcurri	Dibels/DRA/BAS/MAP/Rigby/Words Their Way	NJ story rubric
	culum/ela/1u1.shtml		NJ Model curriculum oral rubric
	login: Model password: curriculum	NJ Model Curriculum	
		http://www.state.nj.us/education/modelcurri	Belvidere/Harmony
	Polyidaro (Harmany		
	Belvidere/Harmony	culum/ela/1u1.shtml	Journeys Benchmarks
	Journeys Benchmarks	login: Model password: curriculum	A
			Alternative
	<u>Alternative</u>		Performance task/project-based

Performance task/project-based	NJ Model Curriculum Rubric, reading narrative NJ Model Curriculum unit 1 retelling rubric Narrative NJ Model Curriculum unit 4 Task 4 Oral language rubric NJ Model Curriculum Writing Task: Sentence dictation NJ Model Curriculum Phonemic Awareness and Word Reading Reading Development Continuum-NJ Model Curriculum
	Belvidere/Harmony Journeys Benchmarks Alternative Performance task/project-based

ACCOMMODATIONS	Special Education	Special Education	Special Education
	 Additional time for skill mastery 	 Additional time for skill mastery 	 Additional time for skill mastery
	– Assistive technology	- Assistive technology	 Assistive technology
	- Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction
	- Check work frequently for understanding	 Check work frequently for understanding 	 Check work frequently for understanding
	- Have student repeat directions to check for	- Have student repeat directions to check for	- Have student repeat directions to check for
	understanding	understanding	understanding
	– Modified assignment /test	 Modified assignment /test 	 Modified assignment /test
	- Multi-sensory presentation	- Multi-sensory presentation	 Multi-sensory presentation
	- Secure attention before giving	- Secure attention before giving	 Secure attention before giving
	instruction/directions	instruction/directions	instruction/directions
	 Shortened assignments 	 Shortened assignments 	 Shortened assignments
	- Student working with an assigned partner	- Student working with an assigned partner	 Student working with an assigned partner
	ELL	ELL	ELL
	- Teaching key aspects of a topic Eliminate	- Teaching key aspects of a topic Eliminate	 Teaching key aspects of a topic Eliminate
	nonessential information Using videos,	nonessential information Using videos,	nonessential information Using videos,
	illustrations, pictures, and drawings to	illustrations, pictures, and drawings to	illustrations, pictures, and drawings to
	explain or clarify	explain or clarify	explain or clarify
	- Allowing students to correct errors (looking	- Allowing students to correct errors (looking	- Allowing students to correct errors (looking
	for understanding)	for understanding)	for understanding)
	- Decreasing the amount of work presented	- Decreasing the amount of work presented	- Decreasing the amount of work presented
	or required	or required	or required
	- Reducing the number of answer choices on	- Reducing the number of answer choices on	 Reducing the number of answer choices on
	a multiple choice test	a multiple choice test	a multiple choice test
	- Tutoring by peers	- Tutoring by peers	- Tutoring by peers
	- clarifying key vocabulary	 clarifying key vocabulary 	 clarifying key vocabulary
	At Risk	<u>At Risk</u>	<u>At Risk</u>
	- Allowing students to correct errors (looking	- Allowing students to correct errors (looking	 Allowing students to correct errors (looking
	for understanding)	for understanding)	for understanding)
	 Teaching key aspects of a topic Eliminate 	 Teaching key aspects of a topic Eliminate 	 Teaching key aspects of a topic Eliminate
	nonessential information allowing products	nonessential information allowing products	nonessential information allowing products
	(projects, timelines, demonstrations,	(projects, timelines, demonstrations,	(projects, timelines, demonstrations,
	models, drawings, dioramas, poster	models, drawings, dioramas, poster	models, drawings, dioramas, poster
	boards, charts, graphs, slideshows, videos,	boards, charts, graphs, slideshows, videos,	boards, charts, graphs, slideshows, videos,
	etc.) to demonstrate student's learning	etc.) to demonstrate student's learning	etc.) to demonstrate student's learning
	 Allowing students to select from given 	 Allowing students to select from given 	 Allowing students to select from given
	choices	choices	choices
	 decreasing the amount of work presented 	 decreasing the amount of work presented 	 decreasing the amount of work presented
	or required	or required	or required
	 Modifying tests to reflect selected 	 Modifying tests to reflect selected 	 Modifying tests to reflect selected
	objectives	objectives	objectives
	 Tutoring by peers 	 Tutoring by peers 	 Tutoring by peers
	 Choice of books or activities 	 Choice of books or activities 	 Choice of books or activities
	 Goal setting with students 	 Goal setting with students 	 Goal setting with students

	 Mini workshops to re-teach or extend skills 	 Mini workshops to re-teach or extend skills 	 Mini workshops to re-teach or extend skills
	Open-ended activities	Open-ended activities	Open-ended activities
	 Varied supplemental material 	 Varied supplemental material 	 Varied supplemental material
	Gifted and Talented	Gifted and Talented	Gifted and Talented
	 Alternative formative and summative 	 Alternative formative and summative 	 Alternative formative and summative
	assessments	assessments	assessments
	- Games and tournaments	 Games and tournaments 	 Games and tournaments
	 Independent research and projects 	 Independent research and projects 	 Independent research and projects
	Interest groups	Interest groups	Interest groups
	 Multiple intelligence options 	 Multiple intelligence options 	 Multiple intelligence options
	- Extended activities	 Extended activities 	- Extended activities
	 Tiered activities/assignments 	 Tiered activities/assignments 	 Tiered activities/assignments
	- Visible learning	- Visible learning	- Visible learning
	<u>504</u>	<u>504</u>	<u>504</u>
	 Additional time for skill 	 Additional time for skill 	 Additional time for skill
	mastery/assessment	mastery/assessment	mastery/assessment
	 Assistive technology 	 Assistive technology 	 Assistive technology
	- Behavior management plan	 Behavior management plan Chaoly work for work for understanding 	 Behavior management plan Chaoly work fragmently for understanding
	 Check work frequently for understanding Have student repeat directions to check for 	 Check work frequently for understanding Have student repeat directions to check for 	 Check work frequently for understanding Have student repeat directions to check for
	understanding	understanding	understanding
	 Modified assignment format/test 	 Modified assignment format/test 	 Modified assignment format/test
	- Preferential seating	- Preferential seating	 Preferential seating
	- Secure attention before giving	 Secure attention before giving 	 Secure attention before giving
	instruction/directions	instruction/directions	instruction/directions
	- Reading buddies	- Reading buddies	- Reading buddies
	 Varied supplemental materials 	 Varied supplemental materials 	 Varied supplemental materials
INTERDISCIPLINARY	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary Connections
CONNECTIONS	– Mathematics	– Mathematics	– Mathematics
	 Science and Scientific Inquiry (Next 	 Science and Scientific Inquiry (Next 	 Science and Scientific Inquiry (Next
21ST CENTURY	Generation)	Generation)	Generation)
	- Social Studies, including American History,	- Social Studies, including American History,	- Social Studies, including American History,
SKILLS/THEMES	World History, Geography, Government	World History, Geography, Government	World History, Geography, Government
(P21.ORG)	and Civics, and Economics	and Civics, and Economics	and Civics, and Economics
	– Technology	 Technology 	– Technology
TECHNOLOGY	 Visual and Performing Arts 	- Visual and Performing Arts	 Visual and Performing Arts
INTEGRATION	21st Century Skills/ Themes	21st Century Skills/ Themes	21st Century Skills/ Themes
	- Global Awareness	- Global Awareness	- Global Awareness
CAREER	– Civic Literacy	 Civic Literacy 	 Civic Literacy
EDUCATION	– Health Literacy	– Health Literacy	- Health Literacy
(NJDOE CTE	 Environmental Literacy 	 Environmental Literacy 	 Environmental Literacy
Clusters)	 Creativity and Innovation 	 Creativity and Innovation 	 Creativity and Innovation
	– Critical Thinking	- Critical Thinking	 Critical Thinking

 Problem Solving 	 Problem Solving 	 Problem Solving
 Communication 	 Communication 	 Communication
- Collaboration	 Collaboration 	- Collaboration
 Information Literacy 	 Information Literacy 	 Information Literacy
– ICT (Information, Communication and	 ICT (Information, Communication and 	 ICT (Information, Communication and
Technology)	Technology)	Technology)
rechnology)	reciliology)	reciniology)
Technology Integration	Technology Integration	Technology Integration
- Smartboard	- Smartboard	- Smartboard
- iPads	- iPads	- iPads
- Chromebooks	- Chromebooks	- Chromebooks
 eSpark <u>https://www.esparklearning.com/</u> 	 eSpark <u>https://www.esparklearning.com/</u> 	 eSpark <u>https://www.esparklearning.com/</u>
 <u>https://www.storybots.com/</u> 	 <u>https://www.storybots.com/</u> 	 <u>https://www.storybots.com/</u>
 www.pebblego.com 	 www.pebblego.com 	- www.pebblego.com
 www.readwritethink.org 	 www.readwritethink.org 	 www.readwritethink.org
 http://storytimeforme.com/ (online 	 http://storytimeforme.com/ (online 	 http://storytimeforme.com/ (online
stories) http://www.storylineonline.net/	stories)	stories)
(online stories	 http://www.storylineonline.net/ (online 	 http://www.storylineonline.net/ (online
 <u>http://kidsblogs.nationalgeographic.com/lit</u> 	stories)	stories)
tlekids	 http://kidsblogs.nationalgeographic.com/lit 	 http://kidsblogs.nationalgeographic.com/lit
 http://kids.nationalgeographic.com/kids/?s 	tlekids/	tlekids/
ource=NavKidsHome	 http://kids.nationalgeographic.com/kids/?s 	 http://kids.nationalgeographic.com/kids/?s
 http://nationalzoo.si.edu/ 	ource=NavKidsHome	ource=NavKidsHome
 http://www.readinglady.com 	 http://nationalzoo.si.edu/ 	 http://nationalzoo.si.edu/
 www.pinterest.com (online pin board) 	 http://www.readinglady.com 	 http://www.readinglady.com
		 - <u>mttp://www.readinglady.com</u> - www.pinterest.com (online pin board)
 www.teacherspayteachers.com (open www.teacherspayteachers.com) 	 www.pinterest.com (online pin board) 	
marketplace)	 www.teacherspayteachers.com (open 	 www.teacherspayteachers.com (open
 www.havefunteaching.com (worksheets, 	marketplace)	marketplace)
activities, etc.)	 www.havefunteaching.com (worksheets, 	 www.havefunteaching.com (worksheets,
 <u>http://tc.readingandwritingproject.com/</u> 	activities, etc.)	activities, etc.)
(teacher resource)	 <u>http://tc.readingandwritingproject.com/</u> 	 <u>http://tc.readingandwritingproject.com/</u>
 http://teacher.scholastic.com/writeit/ 	(teacher resource)	(teacher resource)
 http://jenniferjacobson.com/ (writing) 	 http://teacher.scholastic.com/writeit/ 	 http://teacher.scholastic.com/writeit/
 www.abcya.com (free computer games 	 http://jenniferjacobson.com/ (writing) 	 http://jenniferjacobson.com/ (writing)
and activities)	 www.abcya.com (free computer games 	 www.abcya.com (free computer games
 www.starfall.com (free systematic & 	and activities)	and activities)
interactive website)	 www.starfall.com (free systematic & 	 www.starfall.com (free systematic &
 http://www.proteacher.com/070000.shtml 	interactive website)	interactive website)
 http://www.readingresource.net/ 	 http://www.proteacher.com/070000.shtml 	 http://www.proteacher.com/070000.shtml
 http://www.readingrockets.org/ (teacher 	 http://www.readingresource.net/ 	 http://www.readingresource.net/
resource)	 http://www.readingrockets.org/ (teacher 	 http://www.readingrockets.org/ (teacher
 http://www.nwp.org/cs/public/print/doc/re 	resource)	resource)
sources.csp (resources - White)	 http://www.nwp.org/cs/public/print/doc/re 	 http://www.nwp.org/cs/public/print/doc/re
 <u>http://www.unitsofstudy.com/</u> Lucy Calkins 	sources.csp (resources - White)	sources.csp (resources - White)
nttp.//www.unitsorstudy.com/ Lucy Cdikins	 <u>http://www.unitsofstudy.com/</u> Lucy Calkins 	 <u>http://www.unitsofstudy.com/</u> Lucy Calkins
Career Education	nttp.//www.unitsorstudy.com/ Lucy Cdikins	http://www.unitsorstudy.com/ Lucy Cdikins
	Caroor Education	
 Agriculture, Food & Natural Resources 	Career Education	

	 Arts, A/V Technology & Communications Education & Training Finance Government & Public Administration Health Science Human Services Law, Public Safety, Corrections & Security Manufacturing Science, Technology, Engineering & Mathematics (STEM) 	 Agriculture, Food & Natural Resources Arts, A/V Technology & Communications Education & Training Finance Government & Public Administration Health Science Human Services Law, Public Safety, Corrections & Security Manufacturing Science, Technology, Engineering & Mathematics (STEM) 	Career Education - Agriculture, Food & Natural Resources - Arts, A/V Technology & Communications - Education & Training - Finance - Government & Public Administration - Health Science - Human Services - Law, Public Safety, Corrections & Security - Manufacturing - Science, Technology, Engineering & Mathematics (STEM)
PACING>	UNIT #3	UNIT #4	UNIT #5
	6 Weeks	6 Weeks	4 Weeks
	(February)	(April)	(May)
TOPIC/THEME	Drama	Opinion Writing	Research
AND	Reading Literature	Reading Informational Text	Reading informational text
OBJECTIVES	 Students will be able to read and analyze a drama and its textual features. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students will be to analyze the extent to which a filmed or live production of a drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Students will be able to produce an expository piece that demonstrates their understanding of this analysis. Analyze how differences in the points of view of the characters and the audience 	 WRITING: Recall information from experiences or gather information from resources to offer an opinion on a topic through writing. (W.1.1) Use strategies/organizers to plan an opinion piece of writing. (W.1.1) Gather information from multiple resources to inform/explain a topic through writing. (W.1.1) Compose an opinion piece that names a topic/book, states an opinion, and supplies reasons. (W.1.1, SL.1.4) Provide a sense of closure. (W.1.1) Respond to questions and suggestions from peers/adults. (W.1.5) Capitalize names of people and months of the year. (L.1.2.a) Use commas in dates and in a series. (L.1.2.c) Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. (L.1.2.d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.e) 	 Participate in shared research and writing project (W.1.7, W.1.8) Research information about a topic by exploring several sources. (W.1.8) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Use strategies/organizers to plan research-based writing. (W.1.2) Gather information from resources to inform/explain a topic through writing. (W.1.2) Compose a research-based piece that names a topic and gives facts about it. (W.1.2, SL.1.4) Provide a sense of closure. (W.1.2) Respond to questions and suggestions from peers/adults. (W.1.5) Capitalize names of people and months of the year. (L.1.2.a) Use commas in dates and in a series. (L.1.2.c)

 or reader (e.g., created through the use of dramatic inony) create such effects as suspense or humor. Use appropriate prepositions to expand thoughts in speaking and writing Use standard English conventions when writing. Use standard English conventions when writing. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use atomical texts. (RL1.1, solatorate with others. Identify and compare the features of fictional and informational texts. (RL1.1, solatorate with others. Identify and compare the features of fictional and informational texts. (RL1.1, solatorate with others. Identify the meaning additional related, focused questions, dual related, focused questions, about important details in texts. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Retall stories including key details. (RL1.12) Identify the central message or lesson of a story. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Identify the central message or lesson of a story. (RL1.2) Use the three types (text to self, text to exercise its key ideas. (RL1.6) Use the three types (text to self, text to exercise to world) of connections to enhance comprehension. Use sthema to make appropriate Use the three types (text to self, text to exent to world) of connections. Use the three typ			
 Ask questions to clarify meaning. (SL.1.3) connections. Ask questions to clarify meaning. (SL.1.3) 	 of dramatic irony) create such effects as suspense or humor. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Identify and compare the features of fictional and informational texts. (RL.1.5) Ask and answer questions about important details in texts. (RL.1.1, SL.1.2, SL.1.3) Identify be central message or lesson of a story. (RL.1.2) Identify story elements (characters, setting, events) in a text. (RL.1.3) Describe story elements in a text using key details. (RL.1.3) Use the three types (text to self, text to text, text to word) of connections to enhance comprehension. 	 thoughts in speaking and writing Use standard English conventions when writing. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. READING: Identify and compare the features of fictional and informational texts. (RL.1.5) Ask and answer questions about important details in texts. (RL.1.1, SL.1.2, SL.1.3) Use facts in texts to answer questions about the topic. (RI.1.1, RI.1.2) Identify the main topic and retell important details. (RI.1.2) Make connections between two individuals, events, ideas or pieces of information in texts. (RI.1.2) Ask and answer questions to determine the meaning of words and phrases in texts. (RI.1.4) Know and use text features to find information about a topic. (RI.1.5) Distinguish between information provided by pictures/illustrations and information provided by the words. (RI.1.6) Use illustrations and ateils in a text to describe its key ideas. (RI.1.6, RI.1.7) Identify reasons an author gives to support points in a text. (RI.1.8) Identify similarities and differences between two texts on the same topic. (RI.1.9) Use the three types (text to self, text to text, text to world) of connections to enhance comprehension. Use schema to make appropriate connections. 	 common spelling patterns and for frequently occurring irregular words. (L.1.2.d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.e) Use a variety of digital tools to produce and publish writing with guidance and support from adults. (W.1.6) Share/read their research report with an audience throughout the writing process for the purpose of strengthening the writing. (W.1.5, SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.3, SL.1.6) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Phonics, Spelling, and/or Word Study Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Grammar Capitalize names of people and months of the year. Use end punctuation.

	 Count the syllables in printed multisyllabic words. (RF. 1.3.d) Demonstrate understanding that every syllable must have a vowel sound. (RF .1.3.d) Sort and read words with inflectional endings. (RF .1.3.f) Read grade level appropriate high frequency words with automaticity in and out of context. (RF.1.3.g) Segment words into onset/rime. (Rf 1.1.2.d) Isolate and produce initial, medial vowel and final sounds in words. (RF.1.2.d) Listen and identify the number of syllables in a word. (Rf .1.2) Distinguish long from short vowels. (RF 1.2.a) Determine central ideas or themes of a text and analyze their development Summarize key supporting details and ideas of a text. Phonics, Spelling, and/or Word Study Beginning and ending consonant blends. Read and write words with final -e. Distinguish long from short vowels. Count the syllables in printed multisyllabic words. Demonstrate understanding that every syllable must have a vowel sound. Blend syllables to make words. Segment words into syllables. 	 Phonics, Spelling, and/or Word Study Antonyms synonyms Homophones homonyms fact and opinion parts of a letter Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Grammar Capitalize names of people and months of the year. Use commas in dates and in a series. Use appropriate prepositions to expand thoughts in speaking and writing. 	
ESSENTIAL	 Adverb Why would an author use the genre of drama instead of a narrative to tell a story? How does visualizing the action and the interaction between characters help you comprehend the story better? 	 How can reading informational text help	 How do I organize and write information
QUESTIONS &		us to explore and understand our world? How do the features of informational text	about a topic? How can I use writing to teach others
ENDURING		help us to find, understand, and apply	what I know and/or have learned? Research writing is based on information
UNDERSTANDINGS		important information?	gathered from sources other than the

	 Students will understand the elements of drama to enhance their comprehension of the genre. Students will understand that there are various interpretations of a given piece of literature. How do readers construct meaning from a text? How does retelling help a reader make sense of a story? How can I require a robust vocabulary? Students will understand that the main purpose of reading literature is to entertain the reader. Effective readers monitor their reading to ensure understanding of text. Building a robust vocabulary assists in listening and reading comprehension. 	 How do readers focus their thinking in order to better understand informational text? Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study. Readers read informational texts to gain knowledge to help understand our world and ourselves. Features of informational texts help readers to navigate, understand, and apply important information. How can I share my opinion and even convince someone to change his/her opinion? An opinion is what you think or believe about something. To communicate and persuade others of an opinion you must support with reasons. 	writer's own imagination or everyday experiences.
STANDARDS	Reading Literature (RL)	Reading Literature (RL) NJSLSA.RL.1.2	Writing (W)
	NJSLSA.RL.1.1 Ask and answer questions about key details in a text. NJSLSA.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. NJSLSA.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	NJSLSA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W.4 Droduce clear and coherent writing in which
	NJSLSA.RL.1.3 Describe characters, settings, and major	types.	Produce clear and coherent writing in which the development, organization, and style are
	events in a story, using key details.	Reading Informational Text (RI)	appropriate to task, purpose, and audience.
	NJSLSA.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	NJSLSA.RI.1.1 Ask and answer questions about key details in a text. NJSLSA.RI.1.2 Identify the main topic and retell key details	NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W.6

 types. Individuals, events, ideas, or pieces of information in a text. NJSLSA.R.1.16 NJSLSA.R.1.17 Use illustrations and details in a story to describe its characters, setting, or events. NJSLSA.R.1.10 NJSLSA.R.1.110 NJSLSA.R.1.110 NJSLSA.R.1.110 NJSLSA.R.1.120 NJSLSA.R.1.120 NJSLSA.R.1.15. NJSLSA.R.1.16. NJSLSA.R.1.17. Use the fullustrations and details in a text. NJSLSA.R.1.19. Identify the reasons an author gives to strangthen writing and support from adults, user arise or diplications of this information with promised and support from adults, user arise or diplications of this information with promised and support from adults, user arise or diplications of this information with promised and support from adults, user arise or diplications of this information with promised and support from adults, user arise or diplications of this information with promised and support from adults, user arise or diplications of the information with promised and support from adults, user arise or diplications of the information with promised and support from adults, user arise of diplications of the information with promised and support from adults, user arise of diplications from procedures). NJSLSA.R.1.10 NJSLSA.R.1.10 NJSLSA.R.1.10 NJSLSA.R.1.10 NJSLSA.R.1.10 NJSLSA.R.1.10 NJSLSA.R.1.10 NJSLSA			Describe the connection between two	drawing on a wide reading of a range of text	
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variety of digital tools to produce and publish writing, including in collaboration with peers. <i>informational texts at grade level text</i> <i>complexity or above.</i> NJSLSA.W.1.6 With guidance and support from adu	laamg				
writing, including in collaboration with peers. complexity or above . NJSLSA.W.1.6 With guidance and support from adu		<u>uetans).</u>			
With guidance and support from adu					
			complexity or above.	writing, including in collaboration with peers.	
Reduing Foundational Skills (Kr) Vallety of algital tools to produce and		variety of digital tools to produce and pub	Reading Foundational Skills (RF)	NJSLSA.W.1.7.	
	with peers.	writing, including in collaboration with pee		Participate in shared research and writing	
Demonstrate understanding of spoken (USLSA.W.1.7					
words, synaples, and sounds		Participate in shared research and writing			
	f "how-to"	projects (e.g., explore a number of "how-		a sequence of instructions).	
every syllable must have a vowel sound			every syllable must have a vowel sound		

NJSLSA.W.1.8.	to determine the number o	of syllables in books on a given topic and use them to write
	a printed word.	a sequence of instructions).
With guidance and supp		
information from experie	100207012170	NJSLSA.W.1.8
information from provid	Distinguish long from shore ve	
a question.	spoken single-syllable words.	information from experiences or gather
Des dia a Franciscus		information from provided sources to answer
Reading Foundational	SKIIIS (RF) NJSLSA.RF.1.2.C	a question.
	Isolate and pronounce initial,	medial vowel,
NJSLSA.RF.1.2	and final counds (phonemes)	
Demonstrate understa	inding of spoken	
words, syllables, and	sounds	NJSLSA.SL1
(phonemes) by using	knowledge that NJSLSA.RF.1.3	Prepare for and participate effectively in a
every syllable must h	ive a vowel sound	
to determine the num	ber of syllables in word analysis skills in decodin	
a printed word.	word analysis skins in decouir	ideas and expressing their own clearly and
	NJSLSA.RF.1.3.C	persuasively.
NJSLSA.RF.1.2.A	Know final is and common vo	
Distinguish long from sh		
spoken single-syllable w	ords	
	sounds.	Integrate and evaluate information presente
NJSLSA.RF.1.2.B		in diverse media and formats, including
Orally produce single-sy	lable words by	visually, quantitatively, and orally.
blending sounds (phone	Decode two-syllable words	
consonant blends.	<u>Dasic patterns by breaking</u>	
NJSLSA.RF.1.2.C	into syllables using knowle	
Isolate and pronounce in	itial modial yowol	
and final sounds (phone		line of reasoning and the organization,
	NJSLSA.KF.I.J.G	development, and style are appropriate to
single-syllable words.	Recognize and read grade-app	propriate task, purpose, and audience.
	irregularly spelled words.	
NJSLSA.RF.1.3		NJSLSA.SL5
Know and apply grade-le		Make strategic use of digital media and visu
word analysis skills in de	coding words. Read on-level text with purpo	
	understanding.	enhance understanding of presentations.
NJSLSA.RF.1.3.C	5	
Know final -e and comm	Speaking and Listening (Si	L) NJSLSA.SL.1.1
conventions for represer	ting long vowel	Participate in collaborative conversations wit
sounds.	NJSLSA.SL.1.1	diverse partners about grade 1 topics and
	Participate in collaborative co	
NJSLSA.RF.1.3.E	divorco partners about grade	
Decode two-syllable v	fords following toxts with poors and adults in	
basic patterns by brea	king the words	
into syllables using k		NJSLSA.SL.1.1.A
every syllable must h	a vowel sound	Follow agreed-upon norms for
	<u>NJSLSA.SL.I.I.A</u>	discussions (e.g., listening to others
NJSLSA.RF.1.3.G	Follow agreed-upon norms	
Recognize and read grad	e-appropriate discussions (e.g., listening	to others the topics and texts under discussion).
irregularly spelled words		

		
	with care, speaking one at a time about	NJSLSA.SL.1.1.B
NJSLSA.RF.1.4.A	the topics and texts under discussion).	Build on others' talk in conversations by
Read on-level text with purpose and		responding to the comments of others
understanding.	NJSLSA.SL.1.1.B	through multiple exchanges.
	Build on others' talk in conversations by	
Speaking and Listening (SL)	responding to the comments of others	NJSLSA.SL.1.1.C
	through multiple exchanges.	Ask questions to clear up any confusion
NJSLSA.SL.1.1		about the topics and texts under discussion.
Participate in collaborative conversations with	NJSLSA.SL.1.2	
diverse partners about grade 1 topics and	Ask and answer questions about key details	
texts with peers and adults in small and	in a text read aloud or information presented	
larger groups.	orally or through other media.	NJSLSA.SL.1.2
larger groups.	orally of through other media.	Ask and answer questions about key details
NJSLSA.SL.1.1.A	NJSLSA.SL.1.3	in a text read aloud or information presented
Follow agreed-upon norms for	Ask and answer questions about what a	orally or through other media.
discussions (e.g., listening to others	speaker says in order to gather additional	
with care, speaking one at a time about	information or clarify something that is not	NJSLSA.SL.1.3
the topics and texts under discussion).	understood.	Ask and answer questions about what a
		speaker says in order to gather additional
NJSLSA.SL.1.1.B	NJSLSA.SL.1.4	information or clarify something that is not
Build on others' talk in conversations by	Describe people, places, things, and events	understood.
responding to the comments of others	with relevant details, expressing ideas and	
through multiple exchanges.	feelings clearly.	NJSLSA.SL.1.4
		Describe people, places, things, and events
NJSLSA.SL.1.1.C	NJSLSA.SL.1.5	with relevant details, expressing ideas and
Ask questions to clear up any confusion	Add drawings or other visual displays to	feelings clearly.
about the topics and texts under discussion.	descriptions when appropriate to clarify	
	ideas, thoughts, and feelings.	NJSLSA.SL.1.5
NJSLSA.SL.1.2	, 5, 5	Add drawings or other visual displays to
Ask and answer questions about key details	NJSLSA.SL.1.6	descriptions when appropriate to clarify
in a text read aloud or information presented	Produce complete sentences when	ideas, thoughts, and feelings.
orally or through other media.	appropriate to task and situation.	
stan, of through other mediat		NJSLSA.SL.1.6
	Language (L)	Produce complete sentences when
		appropriate to task and situation.
NJSLSA.SL.1.3	NJSLSA.L.1.5	
Ask and answer questions about what a	With guidance and support from adults,	Language (L)
speaker says in order to gather additional	demonstrate understanding of word	
information or clarify something that is not	relationships and nuances in word meanings.	NJSLSA.L.1
understood.	relationships and huances in word meanings.	Demonstrate command of the conventions of
	NJSLSA.L.1.5.A	standard English grammar and usage when
NJSLSA.SL.1.4	Sort words into categories (e.g., colors,	writing or speaking.
Describe people, places, things, and events	clothing) to gain a sense of the concepts the	
with relevant details, expressing ideas and	categories represent.	NJSLSA.L.2
feelings clearly.		Demonstrate command of the conventions of
	NJSLSA.L.1.5.B	standard English capitalization, punctuation,
NJSLSA.SL.1.5		and spelling when writing.

Add drawings or other visual displays to	Define words by category and by one or	
descriptions when appropriate to clarify	more key attributes (e.g., a duck is a bird	NJSLSA.L.4
ideas, thoughts, and feelings.	that swims; a tiger is a large cat with	Determine or clarify the meaning of unknown
	stripes).	and multiple-meaning words and phrases by
NJSLSA.SL.1.6		using context clues, analyzing meaningful
Produce complete sentences when	NJSLSA.L.1.5.D	word parts, and consulting general and
appropriate to task and situation.	Distinguish shades of meaning among verbs	specialized reference materials, as
	differing in manner (e.g., look, peek, glance,	appropriate.
	stare, glare, scowl) and adjectives differing in	
Language (L)	intensity (e.g., large, gigantic) by defining or	
NJSLSA.L.1.4.A	choosing them or by acting out the	
Use sentence-level context as a clue to the	meanings.	NJSLSA.L.1.2
meaning of a word or phrase.	meanings.	Demonstrate command of the conventions of
meaning of a word of prirase.	WRITING:	standard English capitalization, punctuation,
	_	
NJSLSA.L.1.5	NJSLSA.W.1	and spelling when writing.
With guidance and support from adults,	Write arguments to support claims in an	
demonstrate understanding of word	analysis of substantive topics or texts, using	NJSLSA.L.1.2.A
relationships and nuances in word meanings.	valid reasoning and relevant and sufficient	Capitalize dates and names of people.
	evidence.	
NJSLSA.L.1.5.A		NJSLSA.L.1.2.B
Sort words into categories (e.g., colors,	NJSLSA.W.4	Use end punctuation for sentences.
clothing) to gain a sense of the concepts the	Produce clear and coherent writing in which	
categories represent.	the development, organization, and style are	NJSLSA.L.1.2.C
	appropriate to task, purpose, and audience.	Use commas in dates and to separate single
NJSLSA.L.1.5.C		words in a series.
Identify real-life connections between words	NJSLSA.W.5	
and their use (e.g., note places at home that	Develop and strengthen writing as needed by	NJSLSA.L.1.2.D
are cozy).	planning, revising, editing, rewriting, or	Use conventional spelling for words with
	trying a new approach.	common spelling patterns and for frequently
NJSLSA.L.1.6	, 5	occurring irregular words.
Use words and phrases acquired through	NJSLSA.W.8	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
conversations, reading and being read to,	Gather relevant information from multiple	NJSLSA.L.1.2.E
and responding to texts, including using	print and digital sources, assess the	Spell untaught words phonetically, drawing
frequently occurring conjunctions to signal	credibility and accuracy of each source, and	on phonemic awareness and spelling
simple relationships (e.g., because).	integrate the information while avoiding	conventions.
simple relationships (e.g., because).	plagiarism.	conventions.
		NJSLSA.L.1.4
	NJSLSA.W.9	Determine or clarify the meaning of unknown
	Draw evidence from literary or informational	and multiple-meaning words and phrases
	texts to support analysis, reflection, and	based on grade 1 reading and content,
	research.	choosing flexibly from an array of strategies.
	NJSLSA.W.10	
	Write routinely over extended time frames	
	(time for research, reflection, and revision)	
	and shorter time frames (a single sitting or a	

	day or two) for a range of tasks, purposes, and audiences.	
	NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	NJSLSA.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.	
	NJSLSA.W.1.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	
	NJSLSA.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

	NJSLSA.SL.1.1	
	Participate in collaborative conversations with	
	diverse partners about grade 1 topics and	
	texts with peers and adults in small and	
	larger groups.	
	NJSLSA.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).	
	NJSLSA.SL.1.1.B	
	Build on others' talk in conversations by	
	responding to the comments of others	
	through multiple exchanges.	
	NJSLSA.SL.1.1.C	
	Ask questions to clear up any confusion	
	about the topics and texts under discussion.	
	·	
	NJSLSA.SL.1.2	
	Ask and answer questions about key details	
	in a text read aloud or information presented	
	orally or through other media.	
	orany of through other media.	
	NJSLSA.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.	
	NJSLSA.SL.1.4	
	Describe people, places, things, and events	
	with relevant details, expressing ideas and	
	feelings clearly.	
	-	
	NJSLSA.SL.1.5	
	Add drawings or other visual displays to	
	descriptions when appropriate to clarify	
	ideas, thoughts, and feelings.	
	·····	
	NJSLSA.SL.1.6	
	Produce complete sentences when	
	appropriate to task and situation.	
	מאטריסטומנפ נט נמצא מווע אונטמנוטוו.	
	NJSLSA.L.1.1.I	

		Use frequently occurring prepositions (e.g.,	
		during, beyond, toward).	
		NJSLSA.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		NJSLSA.L.1.2.A Capitalize dates and names of people.	
		NJSLSA.L.1.2.B Use end punctuation for sentences.	
		NJSLSA.L.1.2.C Use commas in dates and to separate single words in a series.	
		NJSLSA.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
		NJSLSA.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling	
	Whate One of	conventions.	Whate One on
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group Retelling
PROCEDURES	Reading- Drama	Reading- Informational Text	Wondering
	Produce journal responses to writing prompts	Mini-lessons	Visualizing
	Respond to quick writes	Guided reading groups	Making connections
	Complete KWL Chart	Shared reading	Using schema
	Complete Give One-Get One	Independent reading	Shared reading
	Research background information on	Think alouds	Think alouds
	historical, social or cultural context of the	Graphic organizers: facts, compare and	Graphic organizers
	play.	contrast, story maps/Venn diagrams	Partner reading
	Analyze the structure of dramatic prose	Posters/anchor charts (classroom	partner/pair share
	(stage directions, dialogue formatting)	listening/sharing)	Literacy centers
	Silent and oral reading of dramatic prose	Questions and responses	Independent reading
	Use Venn Diagram to compose a compare	Read aloud/model texts	Mini lessons
	and contrast essay.	Reading journals/written response	Poems and songs
	Participate in class discussions	Skill-based workstations	Guided reading groups
	Participate in Reader's Theater Generate	Flexible grouping	
	Reader's Theater script from familiar text	Partner reading	Small Groups
	Visualize	Partner/pair share	Phonics, Spelling, and/or Word Study
	Use scheme and inference		

	Text browsing (locate parts of a text)	Use conventional spelling in words with
Deading Literature		
Reading- Literature	Connection drawings	common spelling patterns and for frequently
Story maps	Computer-based lessons and activities	occurring irregular words.
Sound/picture/ object sorts	Multisensory activities	
Matching/memory games	Sound/picture/ object sorts	Spell untaught words phonetically, drawing
Literature and rhymes	Matching/memory games	on phonemic awareness and spelling
Clapping and tapping activities	Literature and rhymes	conventions.
Word families	Clapping and tapping activities	
Word ladders	Word families	Grammar
Poems and songs	Word ladders	Capitalize names of people and months of
Word pairs	Poems and songs	the year.
Sound detectives/ hunts	Word pairs	Use end punctuation.
Literacy centers	Sound detectives/ hunts	Use commas in dates and in a series.
Word wall	Literacy centers	Identify homonyms, homophones, antonyms
Language charts	Word wall	and synonyms
Morning message	Language charts	
Word cluster or web	Morning message	Writing- Research
Modeled interactive and guided writing	Word cluster or web	Writing mini lessons
Read aloud/Model texts		Sharing and discussion
	Modeled interactive and guided writing	
Reading journals/Written response	VAKT activities (sand trays, wikki sticks,	Exploring various sources on a topic
Skill-based workstations	skywriting)	Word walls
Flexible grouping	Syllable sorts	Shared writing
Partner reading	Wondering	Independent writing
Partner/Pair share	Retelling	Writing conferences
Comprehension rubrics	Schema	Read aloud of mentor text
Story retellings	Explore nonfiction features	Author's chair
Language experience charts	visualize	Guided reading of informational texts
Mini-lessons		Research projects
Guided reading groups	Phonics, Spelling, and/or Word Study	
Shared reading	Antonyms	Individual
Independent reading	synonyms	Student-Teacher Reading and Writing
Think alouds	Homophones	Conferencing
Graphic organizers/story maps	homonyms	Journaling
Posters/Anchor charts	fact and opinion	Guided reading/writing
classroom listening/sharing	parts of a letter	Learning centers
Questions and Response	Use conventional spelling in words with	
	common spelling patterns and for frequently	Small Groups
	occurring irregular words.	Group reading logs
Phonics, Spelling, and/or Word Study	Spell untaught words phonetically, drawing	Skill-based workstations
Beginning and ending consonant blends.	on phonemic awareness and spelling	Guided reading groups
Read and write words with final -e.	conventions.	
	conventions.	Literacy centers
Distinguish long from short vowels.	Crommon .	
Count the syllables in printed multisyllabic	<u>Grammar</u>	
words.	Capitalize names of people and months of	
Demonstrate understanding that every	the year.	
syllable must have a vowel sound.	Use end punctuations.	
Blend syllables to make words.	Use commas in dates and in a series.	

	Segment words into syllables.	Use appropriate prepositions to expand	
		thoughts in speaking and writing.	
	<u>Grammar</u>		
	adjectives		
	contractions	Writing-Opinion Writing:	
	Adverb	Writing mini lesson	
		Sharing and discussion	
	Individual	Journal responses	
	Student-Teacher Reading and Writing	Modeled writing	
	Conferencing	Shared and interactive writing	
	Journaling	Writing conferences	
	Guided reading/writing	Read aloud of mentor text	
	Learning centers	Author's chair	
		Independent writing	
	Small Groups	Book reviews/reports	
	Group reading logs	Use technology	
	Skill-based workstations		
	Guided reading groups	Individual	
	Literacy centers	Student-Teacher Reading and Writing	
		Conferencing	
		Journaling	
		Guided reading/writing	
		Learning centers	
		Small Groups	
		Group reading logs	
		Skill-based workstations	
		Guided reading groups	
		Literacy centers	
INSTRUCTIONAL	Materials	Materials	Materials
AND	Big books	Big books	Big books
	poems, songs, e-books, etc.	poems, songs, e-books, etc.	poems, songs, e-books, etc.
SUPPLEMENTAL	Read alouds/mentor texts	Read alouds/mentor texts	Read alouds/mentor texts
MATERIALS/	Calkins Units of Study/Curricular Plans	Calkins Units of Study/Curricular Plans	Calkins Units of Study/Curricular Plans
LEVELED TEXTS	Daily Five; Gail Boushey & Joan Moser	Daily Five; Gail Boushey & Joan Moser	Daily Five; Gail Boushey & Joan Moser
	Making Meaning	Making Meaning	Making Meaning
	Being a Writer	Being a Writer	Being a Writer
	Recipe for Reading	Recipe for Reading	Recipe for Reading
	Sight words (Dolch/Journeys)	Sight words (Dolch/Journeys)	Sight words (Dolch/Journeys)
	Writing Fundamentals; Lucy Caulkins	Writing Fundamentals; Lucy Caulkins	Writing Fundamentals; Lucy Caulkins
	Journeys Reading Program	Journeys Reading Program	Journeys Reading Program
	Project Read/Orton Gillingham	Project Read/Orton Gillingham	Project Read/Orton Gillingham
	Fundations/Wilson	Fundations/Wilson	Fundamentals/Wilson
	Leveled Literacy Intervention System	Leveled Literacy	Leveled Literacy
	(LLI);Fountas & Pinnell	Intervention System (LLI);Fountas & Pinnell	Intervention System (LLI);Fountas & Pinnell
		Leveled readers	Lucy Calkins, Units of Study
	. ,,,		

	A Writer's Notebook, Ralph Fletcher Holt Handbook, 2010 Vocabulary Their Way. Pearson, 2010 Vocabulary Workshop Level C. Sadlier-Oxford, 2010 Write Source, 2010 Calkins Units of Study/Curricular Plans Strategies That Work, Harvey and Goudvis Reading With Meaning, Debbie Miller	Calkins Units of Study/Curricular Plans Time for Kids Scholastic Scholastic News, Scholastic Discovery Kids, Discovery Channel National Geographic Little Kids Reading With Meaning, Debbie Miller Lessons in Comprehension, by Frank Serafini Growing Readers, Kathy Collings	Craft Lessons, Ralph Fletcher Mentor Informational Texts 6+1 Traits Informational magazines Leveled Texts/readers: Journeys Rigby Wright National Geographic
	Lessons in Comprehension, Frank Serafini Growing Readers, Kathy Collings Fiction Craft Lessons, Ralph Fletcher Guided Reading, Fountas and Pinnell Guided Comprehension in the Primary Grades, Maureen McLaughin Leveled Texts/readers:	Nonfiction Craft Lessons, Ralph Fletcher True Stories: Nonfiction Literacy in the Primary Classroom, Christine Duthie Guided Reading, Fountas and Pinnell Guided Comprehension in the Primary Grades, Maureen McLaughin Leveled Texts/readers:	Scholastic
	Journeys	Journeys	
	Rigby	Rigby	
	Wright	Wright	
	National Geographic	National Geographic	
	Scholastic	Scholastic	
ASSESSMENTS	Formative	Formative	Formative
	Running records	Running records	Running records
	Check lists	Check lists	Check lists
	Reflection	Reflection	Reflection
	Anecdotal records	Anecdotal records	Anecdotal records
	Teacher observations	Teacher observations	Teacher observations
	Project Read/Orton-Gillingham	Project Read/Orton-Gillingham	Project Read/Orton-Gillingham
	Sight words	Sight words	Sight words
	Journeys weekly assessments	Journeys weekly assessments	Journeys weekly assessments
			LLI
	Reading Response Journals	Reading conferences	Writing conferences
	Class participation in small and whole group Workstation checklist/folders		Graphic organizers
	discussions.	Student participation	Writing portfolio
	Participation in oral reading of drama	Anecdotal records	Anecdotal records
	Quick Writing Response/share	Teacher observation	Teacher observation
	Writing Response Journals	Cummative	Daily Writing Rubrics
	Venn Diagram Writing Conference	Summative Dibels/DRA/BAS	
	Expository Essay	Project Read/Orton-Gillingham	Research projects Journals
	Reader's Theater presentation or script	Sight words	Julilais
	Exit Slip or anecdotal records	Journey's Unit test	Summative
	Reading conferences	Journey 5 Unit test	Dibels/DRA/BAS/MAP/Words Their Way/Rigby
	Workstation checklist/folders	Benchmark	Project Read/Orton-Gillingham
	Student participation	Dibels/DRA/BAS/MAP/Words Their Way/Rigby	Sight words
	Teacher observation		Journey's Unit test
		1	

	Summative Dibels/DRA/BAS Project Read/Orton-Gillingham Sight words Journey's Unit test Benchmark Dibels/DRA/BAS/MAP/Words Their Way/Rigby NJ Model Curriculum http://www.state.nj.us/education/modelcurri culum/ela/1u1.shtml login: Model password: curriculum NJ Model Curriculum Unit 4 http://www.state.nj.us/education/modelcurri culum/assessment/pw/ela/8u4.pdf Belvidere/Harmony Journeys Benchmarks Alternative Performance task/project-based	NJ Model Curriculum http://www.state.nj.us/education/modelcurri culum/ela/1u1.shtml login: Model password: curriculum NJ Model Curriculum Rubric, Reading narrative NJ Model Curriculum unit 1 Retelling rubric informational NJ Model Curriculum unit 4 Task 4 Oral language rubric NJ Model Curriculum Writing Task: Sentence dictation NJ Model Curriculum Phonemic Awareness and Word Reading Reading Development Continuum-NJ Model Curriculum Belvidere/Harmony Journeys Benchmarks Alternative Performance task/project-based	Benchmark Dibels/DRA/BAS NJ Model Curriculum http://www.state.nj.us/education/modelcurri culum/ela/1u1.shtml login: Model password: curriculum Belvidere/Harmony Journeys Benchmarks Alternative Performance task/project-based
ACCOMMODATIONS	Special Education - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner	Special Education - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner	Special Education - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Modified assignment /test - Multi-sensory presentation - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner
	ELL - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding)	 Fell Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) 	ELL - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding)

 Decreasing the amount of work presented or required Reducing the number of answer choices on a multiple choice test Tutoring by peers clarifying key vocabulary At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . decreasing the amount of work presented or required . Modifying tests to reflect selected objectives Tutoring by peers Choice of books or activities Goal setting with students 	 Decreasing the amount of work presented or required Reducing the number of answer choices on a multiple choice test Tutoring by peers clarifying key vocabulary At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . decreasing the amount of work presented or required . Modifying tests to reflect selected objectives Tutoring by peers Choice of books or activities Goal setting with students 	 Decreasing the amount of work presented or required Reducing the number of answer choices on a multiple choice test Tutoring by peers clarifying key vocabulary At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices . decreasing the amount of work presented or required . Modifying tests to reflect selected objectives Tutoring by peers Choice of books or activities Goal setting with students
 Mini workshops to re-teach or extend skills Open-ended activities 	 Mini workshops to re-teach or extend skills Open-ended activities 	 Mini workshops to re-teach or extend skills Open-ended activities
 Varied supplemental material 	 Varied supplemental material 	 Varied supplemental material
Gifted and Talented	Gifted and Talented	Gifted and Talented
 Alternative formative and summative assessments Games and tournaments Independent research and projects Interest groups Multiple intelligence options Extended activities Tiered activities/assignments Visible learning 	 Alternative formative and summative assessments Games and tournaments Independent research and projects Interest groups Multiple intelligence options Extended activities Tiered activities/assignments Visible learning 	 Alternative formative and summative assessments Games and tournaments Independent research and projects Interest groups Multiple intelligence options Extended activities Tiered activities/assignments Visible learning
<u>504</u>	<u>504</u>	504
 Additional time for skill 	 Additional time for skill 	 Additional time for skill
mastery/assessment	mastery/assessment	mastery/assessment
 Assistive technology 	 Assistive technology 	 Assistive technology
 Behavior management plan 	 Behavior management plan 	 Behavior management plan

	 Check work frequently for understanding Have student repeat directions to check for understanding Modified assignment format/test Preferential seating Secure attention before giving instruction/directions Reading buddies Varied supplemental materials 	 Check work frequently for understanding Have student repeat directions to check for understanding Modified assignment format/test Preferential seating Secure attention before giving instruction/directions Reading buddies Varied supplemental materials 	 Check work frequently for understanding Have student repeat directions to check for understanding Modified assignment format/test Preferential seating Secure attention before giving instruction/directions Reading buddies Varied supplemental materials
INTERDISCIPLINARY CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION	Interdisciplinary Connections - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts	Interdisciplinary Connections - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts	Interdisciplinary Connections - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts
CAREER EDUCATION (NJDOE CTE Clusters)	21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology)	21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology)	21st Century Skills/ Themes - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - ICT (Information, Communication and Technology)
	Technology Integration - Smartboard - iPads - Chromebooks - eSpark https://www.esparklearning.com/ - https://www.storybots.com/ - www.pebblego.com - www.readwritethink.org - http://storytimeforme.com/ (online stories)	Technology Integration - Smartboard - iPads - Chromebooks - eSpark https://www.esparklearning.com/ - https://www.storybots.com/ - www.pebblego.com - www.readwritethink.org - http://storytimeforme.com/ (online stories)	Technology Integration - Smartboard - iPads - Chromebooks - eSpark https://www.esparklearning.com/ - https://www.storybots.com/ - www.pebblego.com - www.readwritethink.org - http://storytimeforme.com/ (online stories)

-	http://www.storylineonline.net/	-	http://www.storylineonline.net/	-	http://www.storylineonline.net/
	(online stories)		(online stories)		(online stories)
-	http://kidsblogs.nationalgeographic.	-	http://kidsblogs.nationalgeographic.	-	http://kidsblogs.nationalgeographic.
	<u>com/littlekids/</u>		com/littlekids/		com/littlekids/
-	http://kids.nationalgeographic.com/	-	http://kids.nationalgeographic.com/	-	http://kids.nationalgeographic.com/
	kids/?source=NavKidsHome		kids/?source=NavKidsHome		kids/?source=NavKidsHome
-	http://nationalzoo.si.edu/	-	http://nationalzoo.si.edu/	-	http://nationalzoo.si.edu/
-	http://www.readinglady.com	-	http://www.readinglady.com	-	http://www.readinglady.com
-	www.pinterest.com (online pin	-	www.pinterest.com (online pin	-	www.pinterest.com (online pin
	board)		board)		board)
-	www.teacherspayteachers.com	-	www.teacherspayteachers.com	-	www.teacherspayteachers.com
	(open marketplace)		(open marketplace)		(open marketplace)
-	www.havefunteaching.com	-	www.havefunteaching.com	-	www.havefunteaching.com
	(worksheets, activities, etc.)		(worksheets, activities, etc.)		(worksheets, activities, etc.)
-	http://tc.readingandwritingproject.c	-	http://tc.readingandwritingproject.c	-	http://tc.readingandwritingproject.c
	om/ (teacher resource)		om/ (teacher resource)		om/ (teacher resource)
-	http://teacher.scholastic.com/writei/	-	http://teacher.scholastic.com/writei/	-	http://teacher.scholastic.com/writei/
-	http://jenniferjacobson.com/	-	http://jenniferjacobson.com/	-	http://jenniferjacobson.com/
	(writing)		(writing)		(writing)
-	www.abcya.com (free computer	-	www.abcya.com (free computer	-	www.abcya.com (free computer
	games and activities)		games and activities)		games and activities)
-	www.starfall.com (free systematic &	-	www.starfall.com (free systematic &	-	www.starfall.com (free systematic &
	interactive website)		interactive website)		interactive website)
-	http://www.proteacher.com/070000	-	http://www.proteacher.com/070000	-	http://www.proteacher.com/070000
	shtml		.shtml		shtml
-	http://www.readingresource.net/	-	http://www.readingresource.net/	-	http://www.readingresource.net/
-	http://www.readingrockets.org/	-	http://www.readingrockets.org/	-	http://www.readingrockets.org/
	(teacher resource)		(teacher resource)		(teacher resource)
-	http://www.nwp.org/cs/public/print/	-	http://www.nwp.org/cs/public/print/	-	http://www.nwp.org/cs/public/print/
	doc/resources.csp (resources -		doc/resources.csp (resources -		doc/resources.csp (resources -
	White)		White)		White)
-	http://www.unitsofstudy.com/ Lucy	-	http://www.unitsofstudy.com/ Lucy	-	http://www.unitsofstudy.com/ Lucy
	Calkins		Calkins		Calkins
Career	Education	Career	Education	Career	Education
-	Agriculture, Food & Natural	-	Agriculture, Food & Natural	-	Agriculture, Food & Natural
	Resources		Resources		Resources
-	Arts, A/V Technology &	-	Arts, A/V Technology &	-	Arts, A/V Technology &
	Communications		Communications		Communications
-	Education & Training	-	Education & Training	-	Education & Training
-	Finance	-	Finance	-	Finance
-	Government & Public Administration	-	Government & Public Administration	-	Government & Public Administration
-	Health Science	-	Health Science	-	Health Science
-	Human Services	-	Human Services	-	Human Services
-	Law, Public Safety, Corrections &	-	Law, Public Safety, Corrections &	-	Law, Public Safety, Corrections &
	Security		Security		Security
-	Manufacturing	-	Manufacturing	-	Manufacturing
	J.		4		2

- Science, Technology, Engineering &	 Science, Technology, Engineering & 	 Science, Technology, Engineering &
Mathematics (STEM)	Mathematics (STEM)	Mathematics (STEM)