

Lavallette Elementary School	English Language Arts Curriculum Pacing Guide
Content Area: English Language Arts Course Title: Reading, Writing, Speaking and Listening, Language	Grade Level: First Grade
<p style="text-align: center;">Unit Plan 1</p> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Phonics, Phonemic Awareness, Word Study/Vocabulary, Opinion Writing (evidence-based), Constructive Response, Speaking & Listening	<p style="text-align: center;">September - October</p>
<p style="text-align: center;">Unit Plan 2</p> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response	<p style="text-align: center;">November - January</p>
<p style="text-align: center;">Unit Plan 3</p> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Shared Reading, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response, Shared Writing	<p style="text-align: center;">February - March</p>
<p style="text-align: center;">Unit Plan 4</p> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Shared Reading, Phonics, Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response, Shared Writing	<p style="text-align: center;">April</p>
<p style="text-align: center;">Unit Plan 5</p> Fiction, Non-Fiction (cross-curricular), Poems, Character Study, Shared Reading, Phonics,	<p style="text-align: center;">May - June</p>

Phonemic Awareness, Fluency, Word Study/Vocabulary, Opinion Writing (evidence-based), Informative/Explanatory Writing (evidence-based), Narrative Writing, Constructive Response, Shared Writing	
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

**Lavallette Elementary School
Curriculum
Unit Overview**

Content Area: English Language Arts	Grade Level: First Grade
Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 1	
Cluster Summary: This unit will encompass reading from a multitude of genres to include fiction, non-fiction, and poetry. Students will read closely to identify tricky words within text to establish meaning. Students will transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.	
Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.	
21 Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.	
21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and

	strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- read from a multitude of genres to include fiction, non-fiction, and poetry.
- read closely to identify tricky words within text to establish meaning.
- understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Writing: Students will

- transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.

Speaking and Listening: Students will...

- collaborate and share feedback about what they read and write.
- listen actively to information from their peers and different audiences

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Understand word relationships and nuances in word meanings

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3	Describe characters, settings, and major event'(s) in a story, using key details
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
RL.1.6	Identify who is telling the story at various points in a text
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above
	READING STANDARDS: INFORMATIONAL TEXT
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above
	READING STANDARDS: FOUNDATIONAL SKILLS
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills <ul style="list-style-type: none"> ✓ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
RF.1.2	Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> ✓ Distinguish long from short vowel sounds in spoken single-syllable words ✓ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ✓ Decode regularly spelled one-syllable words
	WRITING STANDARDS
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ✓ 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) ✓ Build on others' talk in conversations by responding to the comments of others through multiple exchanges ✓ Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud of information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL. 1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation
	LANGUAGE STANDARDS
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ✓ Print all upper- and lowercase letters

	<ul style="list-style-type: none"> ✓ Use common, proper, and possessive nouns ✓ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) ✓ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their, anyone, everything) ✓ Use verbs to convey a sense of past, present, and future(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) ✓ Use frequently occurring adjectives ✓ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) ✓ Use determiners (e.g., articles, demonstratives) ✓ (NOT THIS UNIT) ✓ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Capitalize dates and names of people. ✓ Use end punctuation for sentences ✓ (NOT THIS UNIT) ✓ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ✓ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent ✓ Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) ✓ Identify real-life connections between words and their sue (e.g., note places at home that are <i>cozy</i>)

	<ul style="list-style-type: none"> ✓ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out their meanings
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does responsive-based literacy instruction and assessment build students with good reading habits? ● How can I use leveled books to grow comprehension, stamina, and fluency? ● How can I work with others to help me better understand what I read? ● How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about? ● What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling? ● Am I building strong reading muscles and writing longer? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. ● Research is the process of gaining information from a variety of resources. ● We use information to support our thinking. ● We will enhance our learning by using many resources and by using technology. ● Language is the way we communicate with each other and share ideas. ● An understanding of Standard American English helps us understand what we read and what we hear. ● Good listening and speaking skills help us better understand each other. ● Listening and responding to what we hear develops our understanding and knowledge. ● Through listening and speaking we will become clear and effective
--	--

	<p>communicators.</p> <ul style="list-style-type: none"> • Understanding a variety of media tools will help us better understand what we read, see, and hear. • The purpose of different forms of media is to influence our thinking in different ways. • We will use media to enhance our thinking and learning.
--	--

**Lavallette Elementary School
Curriculum
Unit Overview**

Content Area: English Language Arts **Grade Level:** First Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 2

Cluster Summary: This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strengthen comprehension and fluency. Continued emphasis on evidence-based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and

	strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets
<p>Reading: Students will...</p> <ul style="list-style-type: none"> ● read from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and poetry. ● use word study strategies to strengthen comprehension and fluency ● read closely to identify tricky words within text to establish meaning. ● understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension. <p>Writing: Students will</p> <ul style="list-style-type: none"> ● create evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses. ● transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback <p>Speaking and Listening: Students will...</p> <ul style="list-style-type: none"> ● will collaborate and share feedback about what they read and write. ● listen actively to information from their peers and different audiences

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Understand word relationships and nuances in word meanings

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3	Describe characters, settings, and major event'(s) in a story, using key details
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
RL.1.6	Identify who is telling the story at various points in a text
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above
	READING STANDARDS: INFORMATIONAL TEXT
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text

RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above
READING STANDARDS: FOUNDATIONAL SKILLS	
RF.1.1	<p>Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills</p> <ul style="list-style-type: none"> ✓ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
RF.1.2	<p>Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> ✓ Distinguish long from short vowel sounds in spoken single-syllable words ✓ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

<p>RF.1.3</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ✓ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) ✓ Decode regularly spelled one-syllable words ✓ Know final -e and common vowel team conventions for representing long vowel sounds ✓ Distinguish long and short vowels when reading regularly spelled one-syllable words ✓ Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
<p>RF.1.4</p>	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level text orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<p style="text-align: center;">WRITING STANDARDS</p>	
<p>W.1.1</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>W.1.2</p>	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>
<p>W.1.3</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p>
<p>W.1.5</p>	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed</p>
<p>W.1.6</p>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ✓ 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) ✓ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges ✓ Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud of information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL. 1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation
	LANGUAGE STANDARDS
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ✓ Print all upper- and lowercase letters ✓ Use common, proper, and possessive nouns ✓ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)

	<ul style="list-style-type: none"> ✓ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their, anyone, everything) ✓ Use verbs to convey a sense of past, present, and future(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) ✓ Use frequently occurring adjectives ✓ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) ✓ Use determiners (e.g., articles, demonstratives) ✓ Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>) ✓ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Capitalize dates and names of people. ✓ Use end punctuation for sentences ✓ Use commas in dates and to separate single words in a series ✓ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ✓ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word ✓ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent ✓ Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) ✓ Identify real-life connections between words and their sue (e.g., note places at home that are <i>cozy</i>)

	<ul style="list-style-type: none"> ✓ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out their meanings
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does responsive-based literacy instruction and assessment build students with good reading habits? ● How can I use leveled books to grow comprehension, stamina, and fluency? ● How can I work with others to help me better understand what I read? ● How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about? ● How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched? ● How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion? ● What should I look for when editing and revising my writing? Am I checking for: capitalization, 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. ● Effective readers use appropriate strategies as needed to construct meaning. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. ● Research is the process of gaining information from a variety of resources. ● We use information to support our thinking ● We will enhance our learning by using many resources and by using technology. ● Language is the way we communicate with each other and share ideas. ● An understanding of Standard American English helps us understand what we read and what we hear. ● Good listening and speaking skills help us better understand each other. ● Listening and responding to what we
---	---

	collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- read from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and poetry.
- read closely to identify tricky words within text to establish meaning.
- understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension

Writing: Students will

- will create evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.

- transfer their reading into evidence-based opinion writing across the curriculum through student collaboration and shared feedback.

Speaking and Listening: Students will...

- will collaborate and share feedback about what they read and write.
- will foster speaking and listening skills through student collaboration about the reading and writing process.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Understand word relationships and nuances in word meanings

Number	Standard for Mastery
READING STANDARDS: LITERATURE	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3	Describe characters, settings, and major event'(s) in a story, using key details
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
RL.1.6	Identify who is telling the story at various points in a text
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above
READING STANDARDS: INFORMATIONAL TEXT	

RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above
	READING STANDARDS: FOUNDATIONAL SKILLS
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills <ul style="list-style-type: none"> ✓ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
RF.1.2	Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> ✓ Distinguish long from short vowel sounds in spoken single-syllable words ✓ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

	<ul style="list-style-type: none"> ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ✓ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) ✓ Decode regularly spelled one-syllable words ✓ Know final -e and common vowel team conventions for representing long vowel sounds ✓ Distinguish long and short vowels when reading regularly spelled one-syllable words ✓ Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level text orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed

W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ✓ 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) ✓ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges ✓ Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud of information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL. 1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation
	LANGUAGE STANDARDS
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ✓ Print all upper- and lowercase letters

	<ul style="list-style-type: none"> ✓ Use common, proper, and possessive nouns ✓ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) ✓ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their, anyone, everything) ✓ Use verbs to convey a sense of past, present, and future(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) ✓ Use frequently occurring adjectives ✓ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) ✓ Use determiners (e.g., articles, demonstratives) ✓ Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>) ✓ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Capitalize dates and names of people. ✓ Use end punctuation for sentences ✓ Use commas in dates and to separate single words in a series ✓ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ✓ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word ✓ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent

	organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets
<p>Reading: Students will...</p> <ul style="list-style-type: none"> ● read from a multitude of genres with particular emphasis on close reading strategies. ● read more difficult fiction and non-fiction books with increased comprehension and fluency. ● read closely to identify tricky words within text to establish meaning. ● understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension. <p>Writing: Students will</p> <ul style="list-style-type: none"> ● continue word study to further strengthen comprehension to support writing across genres.

- continue to develop cross-curricular, evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.

Speaking and Listening: Students will...

- collaborate and share feedback about what they read and write.
- foster speaking and listening skills through student collaboration about the reading and writing process.
- listen actively to information from their peers and different audiences

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Understand word relationships and nuances in word meanings

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3	Describe characters, settings, and major event'(s) in a story, using key details
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
RL.1.6	Identify who is telling the story at various points in a text
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

	READING STANDARDS: INFORMATIONAL TEXT
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above
	READING STANDARDS: FOUNDATIONAL SKILLS
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills <ul style="list-style-type: none"> ✓ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
RF.1.2	Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> ✓ Distinguish long from short vowel sounds in spoken single-syllable words

	<ul style="list-style-type: none"> ✓ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ✓ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) ✓ Decode regularly spelled one-syllable words ✓ Know final -e and common vowel team conventions for representing long vowel sounds ✓ Distinguish long and short vowels when reading regularly spelled one-syllable words ✓ Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level text orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.1.1	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
W.1.2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>
W.1.3	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p>

W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ✓ 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) ✓ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges ✓ Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud of information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL. 1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation
	LANGUAGE STANDARDS

<p>L.1.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Print all upper- and lowercase letters ✓ Use common, proper, and possessive nouns ✓ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) ✓ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their, anyone, everything) ✓ Use verbs to convey a sense of past, present, and future(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) ✓ Use frequently occurring adjectives ✓ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) ✓ Use determiners (e.g., articles, demonstratives) ✓ Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>) ✓ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
<p>L.1.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Capitalize dates and names of people. ✓ Use end punctuation for sentences ✓ Use commas in dates and to separate single words in a series ✓ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ✓ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
<p>L.1.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase ✓ Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word ✓ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)
<p>L.1.5</p>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	<ul style="list-style-type: none"> ✓ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent ✓ Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) ✓ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>) ✓ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out their meanings
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does responsive-based literacy instruction and assessment build students with good reading habits? ● How can I use leveled books to grow comprehension, stamina, and fluency? ● How can I work with others to help me better understand what I read? ● How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about? ● How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched? ● How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. ● Effective readers use appropriate strategies as needed to construct meaning. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. ● Research is the process of gaining information from a variety of resources. ● We use information to support our thinking ● We will enhance our learning by using many resources and by using technology. ● Language is the way we communicate with each other and share ideas. ● An understanding of Standard American English helps us
--	---

<p>opinion pieces grounded in evidence with a well defined conclusion?</p> <ul style="list-style-type: none"> • What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling? • Am I building strong reading muscles and writing longer? • How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion? 	<p>understand what we read and what we hear.</p> <ul style="list-style-type: none"> • Good listening and speaking skills help us better understand each other. • Listening and responding to what we hear develops our understanding and knowledge. • Through listening and speaking we will become clear and effective communicators. • Understanding a variety of media tools will help us better understand what we read, see, and hear. • The purpose of different forms of media is to influence our thinking in different ways. • We will use media to enhance our thinking and learning.
---	---

<p>Lavallette Elementary School Curriculum Unit Overview</p>	
<p>Content Area: English Language Arts</p>	<p>Grade Level: First Grade</p>
<p>Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 5</p>	
<p>Cluster Summary: This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and non-fiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross-curricular, evidence-based writing will continue across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.</p>	
<p>Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.</p>	
<p>21 Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p>	

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets	
<p>Reading: Students will...</p> <ul style="list-style-type: none"> ● read from a multitude of genres with particular emphasis on close reading strategies. ● read more difficult fiction, non-fiction, and fantasy books with increased comprehension and fluency. ● use all that they know about word study to further strengthen comprehension to support writing across genres. 	

- read closely to identify tricky words within text to establish meaning.
- understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Writing: Students will

- continue word study to further strengthen comprehension to support writing across genres.
- continue to develop cross-curricular, evidence-based writing across the narrative, informational, and opinion units with a strong focus on writing longer responses to be shared and discussed with peers.

Speaking and Listening: Students will...

- collaborate and share feedback about what they read and write.
- foster speaking and listening skills through student collaboration about the reading and writing process.
- listen actively to information from their peers and different audiences

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Understand word relationships and nuances in word meanings

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3	Describe characters, settings, and major event'(s) in a story, using key details
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
RL.1.6	Identify who is telling the story at various points in a text

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories
RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above
	READING STANDARDS: INFORMATIONAL TEXT
RI.1.1	Ask and answer questions about key details in a text
RI.1.2	Identify the main topic and retell key details of a text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7	Use the illustrations and details in a text to describe its key ideas
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above
	READING STANDARDS: FOUNDATIONAL SKILLS
RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

	<ul style="list-style-type: none"> ✓ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
RF.1.2	<p>Demonstrate mastery of spoken words, syllables, and sound (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> ✓ Distinguish long from short vowel sounds in spoken single-syllable words ✓ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ✓ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) ✓ Decode regularly spelled one-syllable words ✓ Know final -e and common vowel team conventions for representing long vowel sounds ✓ Distinguish long and short vowels when reading regularly spelled one-syllable words ✓ Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level text orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.1.1	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	SPEAKING AND LISTENING STANDARDS
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ✓ 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) ✓ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges ✓ Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud of information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL. 1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation
	LANGUAGE STANDARDS
L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Print all upper- and lowercase letters ✓ Use common, proper, and possessive nouns ✓ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) ✓ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their, anyone, everything) ✓ Use verbs to convey a sense of past, present, and future(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) ✓ Use frequently occurring adjectives ✓ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) ✓ Use determiners (e.g., articles, demonstratives) ✓ Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>) ✓ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Capitalize dates and names of people. ✓ Use end punctuation for sentences ✓ Use commas in dates and to separate single words in a series ✓ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ✓ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies</p> <ul style="list-style-type: none"> ✓ Use sentence-level context as a clue to the meaning of a word or phrase

	<ul style="list-style-type: none"> ✓ Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word ✓ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)
L.1.5	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent ✓ Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) ✓ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>) ✓ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out their meanings
L.1.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does responsive-based literacy instruction and assessment build students with good reading habits? ● How can I use leveled books to grow comprehension, stamina, and fluency? ● How can I work with others to help me better understand what I read? ● How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about? ● How can I use my writing rubrics and checklists to help me write my narrative stories and informational 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. ● Effective readers use appropriate strategies as needed to construct meaning. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. ● Research is the process of gaining information from a variety of resources. ● We use information to support our thinking
--	--

books to teach with information about what I researched?

- How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?
- What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling?
- Am I building strong reading muscles and writing longer?
- How does targeted writing rubrics, checklists, and learning progressions assist students in writing narrative stories, informational books to teach about a topic, and write persuasive opinion pieces grounded in evidence with a well defined conclusion?

- We will enhance our learning by using many resources and by using technology.
- Language is the way we communicate with each other and share ideas.
- An understanding of Standard American English helps us understand what we read and what we hear.
- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through listening and speaking we will become clear and effective communicators.
- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Formative Assessments

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Vocabulary quizzes
- Literature Circles
- Graphic Organizers
- Multiple Choice Tests
- Timed Reading/Writing
- Literature Discussions
- Literature Responses
- Questioning
- Writer's Notebook
- Peer Editing
- Open-Ended Questions
- Writer's Workshop
- Self-Evaluation
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Working Portfolios

Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- DRA-2
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal

Modifications (ELL, Intervention, Enrichment)

English Language Learners (ELLs):

- **Increase comprehensible input via:**
 - visuals
 - gesturing
 - miming and roleplay
 - use of realia and manipulatives
 - simplified language / teacher talk / thinking aloud

- **Strategies may include:**
 - personal word walls / word rings
 - introducing key vocabulary before lesson
 - *total physical response* (TPR) activities
 - *cloze* activities
 - teacher modeling
 - pattern sentences (speaking and/or writing)
 - choral chanting
 - small group instruction / cooperative learning
 - allowing for additional wait time for student responses during conversations
 - scaffolding questions and instructional language
 - allowing students to show or use gestures if not yet able to produce oral language
 - modeled and shared writing activities
 - providing a student buddy

- **Teacher Resources for ESL/SIOP/ELLs:**
 - ***NJDOE: Bureau of Bilingual ESL Education*** - The State of New Jersey offers ELL resources under various drop down menus.
<http://www.state.nj.us/education/bilingual/resources/>
 - ***ELL CAN DO Booklet*** - Review the WIDA progression of English language proficiency levels for young learners. Download Grade 1-2 Booklet.
https://www.wida.us/standards/CAN_DOs/
 - ***Colorín Colorado*** - Find an array of resources here, including information about ELL instruction, assessment, and related topics. The site also provides numerous bilingual (English/Spanish) resources for families.
<http://www.colorincolorado.org/index.php?langswitch=en>

 - ***SIOP: Making Content Comprehensible for ELLs - from EverythingESL.net*** - A concise description of the SIOP model and its implementation in the classroom. Visit the rest

of the site for many useful ELL resources.

http://www.everythingsl.net/in-services/using_siop_model_08621.php.php

- **TESOL (Teaching English to Speakers of Other Languages)** - Professional organizations for ESL teachers. <http://www.tesol.org/>
- **NJDOE: ELA/ESL Curriculum Exemplar** - Sample curriculum and lessons with differentiation for ELLs. <http://www.state.nj.us/education/modelcurriculum/ela/exemplars/k.pdf>
- **Brown University: Teaching Diverse Learners** - Elementary literacy for ELLs, culturally responsive teaching, strategies and academic resources. <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>
- **Common Core en Español** - A great resource for bilingual teachers, the Common Core State Standards have been translated into Spanish and modified to address language standards that are Spanish-specific. <https://commoncore-espanol.sdcoe.net/CCSS-en-Espa%C3%B1ol/SLA-Literacy>
- **Mrs. Hilliker's ELL and SIOP Toolbox** - <http://ellandsiopresources.weebly.com/>
- **ESL Kids** - Free games, visuals, flashcards and more. <http://esl-kids.com/>
- **Learning Chocolate** - Visual vocabulary with audio. <http://www.learningchocolate.com/all>
- **Dave's ESL Cafe** - Visit the idea toolbox for lessons and activities. The site also has forums for ESL teachers. <http://www.eslcafe.com/ideas/>
- **ESL Partyland** - <https://www.eslpartyland.com/>
- **iSL Collective** - ESL printables and teacher forum <https://en.islcollective.com/>
- **ESL Kid Stuff** - Classroom games, songs, lessons and flashcards - this website charges a fee for use. <http://www.eslkidstuff.com/>
- **KizSchool** - Elementary ESL and literacy resources for a fee <http://www.kizschool.com/index.html>

Intervention:

- Allow extra to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Enrichment:

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Resources:

Other Resources:

www.state.nj.us/education/cccs/2014/ss/standards.pdf
<http://www.nextgenscience.org/next-generation-science-standards>
www.corestandards.org

Teacher Resources:

Reading

<http://www.readingandwritingproject.com>
<http://www.ideportal.com>
<http://www.canteach.ca/elementary/songspoems.html>
<http://www.teachersclubhouse.com/grammarskills.htm>
<http://www.proteacher.com/070037.shtml> <http://www.songsforteaching.com/kidzup/vowels.htm>
<http://www.abcfastphonics.com/long-short-vowels.html>
http://www.math-and-reading-help-for-kids.org/elementary_reading_games.html
<http://www.learningtoday.com/corporate/reading-games.asp>
<http://www.printablereadinggames.com/>
<http://www.teachers.net/lessonplans/subjects/literature/>
<http://www.poetryteachers.com/>
<http://www.eduplace.com>
http://www.softschools.com/language_arts/phonics/phonics_games.jsp
<http://www.brainpopjr.com>
<http://www.starfall.com>
http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
<http://www.abcya.com>
<http://www.readinga-z.com>
<http://www.thereadingladyonline.com/blog/>
<http://www.rif.org>
<http://www.fcrr.org>
<http://www.literacymalden.wikispaces.com/ReciprocalTeaching>

Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2015

Falling in Love with Close Reading by Christopher Lehman & Kathleen Roberts, Heinemann Press, 2013

The Reading Strategies Book by Jennifer Serravallo, Heinemann Press, 2015

Comprehension Connections by Stephanie Harvey - Bridges to Strategic Reading

Strategies that Work by Stephanie Harvey & Anne Goudvis - Comprehension for Understanding and Engagement

Reciprocal Teaching at Work by Lori D. Oczkus - Strategies for Improving Reading Comprehension

Mosaic of Thought by Ellin Oliver Keene & Susan Zimmermann - Power of Comprehension Strategy Instruction

Month by Month Phonics by Patricia Cunningham

Making Words First Grade: 100 Hands-On Lessons for Phonemic Awareness and Spelling by Patricia Cunningham

Daily Word Ladders by Timothy V. Rasinski

Writing:

<http://www.readingandwritingproject.com>

<http://www.canteach.ca/elementary/songspoems.html>

<http://www.teachersclubhouse.com/grammarskills.htm>

<http://www.proteacher.com/070037.shtml>

http://www.poetry4kids.com/blog/lessons/poetry_writing_lessons/

<http://www.imschools.org/images/files/menufiles/overview6Traits.pdf>

<http://www.teachers.net/lessonplans/subjects/literature/> <http://www.poetryteachers.com/>

<http://www.writingfix.com/> <http://www.zoodles.com/free-online-kids-games/first-1st-grade>

<http://www.storylineonline.net/>

Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

The Unstoppable Writing Teacher by M. Colleen Cruz, Heinemann Press, 2015

Using Picture Books to Teach Writing with the Traits by Ruth Culham