



# Middletown Township School District

## Curriculum & Instruction Department

**Course: Language Arts Literacy - 1**

**Department: English/Language Arts**

**Term: Full year**

Board Approval	Committee Members	Supervisor	Notes
July 2024	Gabrielle Hock, Stacy Frazee, Remi Rohl, Elizabeth Felsmann	Angela Mero	Born date

## Middletown Pacing Calendar: Phonics

Trimester 1		Trimester 2	
Week # and Phonics Topic/Unit		Week # and Phonics Topic/Unit	
	Set-up Classroom Routines and Expectations	13	Concept 42 Remaining Ending Blends (jump) and syllabication of 3 or more syllables (hob/gob/lin)
1	IMSE Level 1 Initial Assessment/ Review of Kindergarten Concepts	14	Concept 43 y as a Vowel /i/ (cry)
2	Concept 33 ss,ll,ff,zz (Sammy Loves Friendly Zebras) 1-1-1 Rule (kiss, bell, huff, jazz)	15	Concept 44 Velar Nasal -ng/-nk (sang/sink) (-ng focus)
3	Concept 34 Compound Words (sunset)	16	Concept 44 Velar Nasal -Ng/-nk (sang/sink) (-nk focus)
4	Concept 35 Closed/Open Syllables with VC/CV and V/CV (ra/ven, Ve/nus, si/lo, hel/lo, mu/sic)	17	Concept 45: -ck /k/ (rock) (1-1-1 Rule)
5	Concept 36 Two-Consonant Beginning R Blends (truck)	18	Concept 46: -tch /ch/ (match) (1-1-1 Rule)
6	Concept 37 Two-Consonant Beginning L Blends (sled)	19	IMSE Level 1 Mid Year Assessment
7	Concept 38 Two-Consonant S Blends (snail)	20	Concept 47: -dge /j/ (fudge) ( 1-1-1 Rule)
8	Concept 39 Two-Consonant W Blends (swing)	21	Concept 48: 3rd Syllable Type and 3rd Syllable Pattern: Magic E and VC/V (bike, fixate)
9	Concept 40 Ending T Blends (left)	22	Concept 49: y as a vowel /e/ (baby)
10	Concept 41 Ending L Blends (milk)	23	Concept 50: Soft c /s/ and g /j/ (city, giraffe) (soft c focus)
11	Review of Concepts m through ending l blends	24	Concept 50: Soft c /s/ and g /j/ (city, giraffe) (soft g focus)
12	Review of Concepts m through ending l blends	25	Review of Concepts m through soft c and g

Trimester 3			
Week # and Phonics Topic/Unit		Week # and Phonics Topic/Unit	
26	Concept 51: Suffix -ed: /id/, /d/, /t/	33	Concept 55: Vowel Team: oa and oe /ō/
27	Concept 51: Suffix -ed: /id/, /d/, /t/	34	Concept 55: Vowel Team: oa and oe /ō/
28	Concept 52: Plural Suffixes: -s /s/ or /z/, -es /iz/	35	Concept 56: Suffix -ing
29	Concept 53: 4th Syllable Type: Vowel Team: ea and ee /ē/	36	Concept 57: Contractions am, is, are, has, not (I'm, he's, we're, isn't)
30	Concept 53: 4th Syllable Type: Vowel Team: ea and ee /ē/	37	Review of Concepts m through contractions with am, is, are, has, not
31	Concept 54: Vowel Team: ai and ay /ā/	38	IMSE Level 1 Final Assessment
32	Concept 54: Vowel Team: ai and ay /ā/		

## Core Instructional Resources and Materials (Including Varied Levels of Text)

**PLEASE NOTE:** Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prior to use. These resources or materials must also be noted in the teacher's lesson plan after approval is granted.

### Materials/Resources

- A Multi-Sensory Reading Methodology: Comprehensive Orton -Gillingham Plus Teacher Training Manual, The Institute for Multi-Sensory Education, 2022 Institute for Multi-Sensory Education
- Comprehensive Orton-Gillingham Plus Teacher Guide Grade 1, The Institute for Multi-Sensory Education, 2022 Institute for Multi-Sensory Education
- Interventions for All: Phonological Awareness, Yvette Zgonc, 2010 Stenhouse Publishers
- IMSE Classroom Alphabet Strip
- IMSE Alphabet Desktop Strips
- Sand
- Sand Trays
- Red Crayons
- Green Crayons
- Bumpy Grids
- Colored Index Cards
- Pocket Mirrors
- Blending Board
- IMSE Phoneme/Grapheme Card Pack
- IMSE Decodable Readers
- Voyager Sopris PowerReaders
- Voyager Sopris SuperCharged Readers
- Red Word Books
- OG+ Student Spelling Book A & B
- IMSE Online Resources
- [Florida Center for Reading Research](#)

Unit # 1	Duration
Topic: Concepts 33-41	13 Weeks
Alignment to NJSLs	
<p><b>Language Domain</b></p> <p><b>Foundational Skills: Reading Language</b></p> <p><i>Print Concepts</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p><i>Phonological Awareness</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> <li>○ A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>○ B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>○ C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>○ D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> </li> </ul> <p><i>Phonics and Word Recognition</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>○ A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>○ B. Decode regularly spelled one-syllable words.</li> <li>○ C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>○ D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>○ F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).</li> <li>○ G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> </li> </ul> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>○ A. Read grade-level text with purpose and understanding.</li> <li>○ B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ul> </li> </ul> <p><b>Foundational Skills: Writing Language</b></p> <ul style="list-style-type: none"> <li>● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). <ul style="list-style-type: none"> <li>○ A. Write the upper and lowercase alphabets from memory.</li> <li>○ B. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>○ C. Orally segment the phonemes in any single syllable, spoken word.</li> </ul> </li> </ul>	

- D. Recognize that each syllable is organized around a vowel sound.

### *Spelling*

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### **Writing Domain**

- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Learning Objectives and Activities

### Enduring Understandings

*Students will understand that . . .*

- The alphabet consists of vowels and consonants.
- Sounds correspond to letters.
- Words and their meanings change when we change or manipulate the letter/sound (cat to can, how to cow).
- The importance of learning new words.
- The meaning of antonym and synonym.
- What it means to categorize words.
- How to identify and use vowel and consonant sounds.
- How to use rhyming patterns to decode words.
- Strategies are used to decode unknown words.
- Some words must be learned based on irregular patterns of spelling.

### Essential Questions

- What is the difference between a vowel and a consonant?
- What letters have more than one sound?
- How can we change the meaning of a word?
- What are some ways we can build our vocabulary?
- What is the difference between an antonym and a synonym?
- What does it mean to categorize words?
- What does it mean to decode words?
- Why would knowing or recognizing learned rhyming patterns assist in decoding new words?
- What are some of the strategies you use to decode words when reading?
- Why are words such as said, they, and was called "high frequency or sight" words?

### Learning Activities For All Concepts

- Phonological Awareness

- Materials: tokens, sound boxes
- One-minute activities
- Zgonc PA Book
- Three-Part Drill
  - Materials: review cards, sand, blending board, vowel tents/sticks
- Teaching a New Concept
  - Materials: concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart
  - Introduce on Monday; practice daily
- Word Dictation
  - Materials: finger tapping hand, dictation paper, pencil
- Sentence Dictation
  - Materials: finger tapping hand, dictation paper, pencil
  - Implement CUPS
- Weekly Red Words
  - Materials: screen, red crayon, red word paper
- Fluency/Vocabulary/Comprehension
  - Incorporate fluency into literacy lessons daily/weekly
    - Suggested Learning Activities: Rapid Word Charts, IMSE Decodable Readers, words & sentences, DIBELS 8th Edition, repeated reading
  - Incorporate vocabulary into literacy lessons daily/weekly
    - Rich literature/decodable Readers: choose 3-5 tier 2 words
    - Explicit/Direct Instruction: student-friendly definitions, word webs, vocabulary charts, illustrations
  - Incorporate oral language comprehension into literacy lessons daily/weekly
    - Explicit/Direct Comprehension Instruction: teacher modeling, guided practice, independent practice
    - Build on background knowledge, language structures, verbal reasoning, and literacy knowledge

### **Concept 33 ss, ll, ff, zz (Sammy Loves Friendly Zebras) 1-1-1 Rule (kiss, bell, huff, jazz)**

- Students will build on the previously taught concepts with the study of the ff-ll-ss-zz spelling rule.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: were, does
  - Red Words: Read Only: our
  - Card Pack #: 31
  - Decodable Reader #: 26
  - Power Reader # 21 Run Dizzy!

### **Concept 34 Compound Words (sunset)**

- Students will build on the previously taught concepts with the study of the cvc patterns involving compound words.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell:some, good
  - Red Words: Read Only: N/A
  - Card Pack #: N/A

- Decodable Reader #: 27
- Supercharged Readers # 4 Guess Which Ball

**Concept 35 Closed/Open Syllables with VC/CV and V/CV (ra/ven, Ve/nus, si/lo, hel/lo, mu/sic)**

- Students will build on the previously taught concepts with the study of syllabication.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: there, done
  - Red Words: Read Only: help (review)
  - Card Pack #: 2,4,10,14,19
  - Decodable Reader #:28
  - Supercharged Readers # 27 Flamingo and Buffalo Facts
  - Supercharged Readers # 28 Hero, Hero
  - Supercharged Readers #29 Idaho Horizons
  - Supercharged Readers #30 Field Trips with Mr. Matriz
  - Supercharged Readers #31 Our Earth in the Universe

**Concept 36 Two-Consonant Beginning R Blends (truck)**

- Students will build on the previously taught concepts with the study of beginning consonant blends noticing that unlike digraphs each individual sound is heard.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: her, here
  - Red Words: Read Only: N/A
  - Card Pack #: 32
  - Decodable Reader #: 29
  - Power Reader #17 In A Cast
  - Power Reader # 18 Crab Rock

**Concept 37 Two-Consonant Beginning L Blends (sled)**

- Students will build on the previously taught concepts with the study of beginning consonant blends noticing that unlike digraphs each individual sound is heard.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: under, down
  - Red Words: Read Only: N/A
  - Card Pack #: 33
  - Decodable Reader #: 30
  - Power Reader #17 In A Cast
  - Power Reader # 18 Crab Rock

**Concept 38 Two-Consonant Beginning S Blends (snail)**

- Students will build on the previously taught concepts with the study of beginning consonant blends noticing that unlike digraphs each individual sound is heard.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: onto, people



- Red Words: Read Only: oven
- Card Pack #:34
- Decodable Reader #: 31
- Power Reader #17 In A Cast
- Power Reader # 18 Crab Rock

#### **Concept 39 Two-Consonant Beginning W Blends (swing)**

- Students will build on the previously taught concepts with the study of beginning consonant blends noticing that unlike digraphs each individual sound is heard.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: saw, both
  - Red Words: Read Only: park
  - Card Pack #: 35
  - Decodable Reader #: 32
  - Power Reader #17 In A Cast
  - Power Reader # 18 Crab Rock

#### **Concept 40 Ending T Blends (left)**

- Students will build on the previously taught concepts with the study of ending consonant blends noticing that unlike digraphs each individual sound is heard.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: should, could, would, over
  - Red Words: Read Only: N/A
  - Card Pack #: 36
  - Decodable Reader #: 33
  - Power Reader # 15 Fun at the Pond
  - Power Reader # 16 The Hulk

#### **Concept 41 Ending L Blends (milk)**

- Students will build on the previously taught concepts with the study of ending consonant blends noticing that unlike digraphs each individual sound is heard.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell:love, live, out
  - Red Words: Read Only: N/A
  - Card Pack #: 37
  - Decodable Reader #: 34
  - Power Reader # 15 Fun at the Pond
  - Power Reader # 16 The Hulk

#### **Suggested Extension Activities**

- Concept Posters : Ex. Sammy Loves Friendly Zebras
- Compare/Contrast (Venn Diagram)\
- Create Paper Visuals for Sound/Letter Correspondence (Ex: Paper lollipop with pictures of words that begin with /l/)

- Review red words (Body Language): arm tap. cross-clap and stomp letters
- Create target letter/words out of Play-Doh/shaving cream
- Sculpt the word using Play-Doh or clay. Spell and smash words
- Use grid, screen, & green crayon to practice writing/tracing letters
- Identify target red words with bingo dabber
- “Sound hunt” around the room to find objects that begin with target sound
- Use puzzle pieces to put together compound words. Use plastic Easter eggs, blocks, etc. Create syllabication center
- Create multiple “houses” for students’ Interactive Notebooks.
- Set up a center with a recording of words with blends. Have students use tokens and sound boxes to indicate how many sounds are in each word.
- Have an image of a blender. Have students brainstorm words that have a blend.
- IMSE’s Orton-Gillingham’s Pinterest Page for additional suggestion
- IMSE Digital Resource Page for additional activities
- Mrs. Siravo’s YouTube page for additional suggestions

#### **Weekly Lesson Reminders**

- Extension Activities
- Small Group Instruction
- Daily practice with writing the weekly Red Word(s)
- Kilpatrick’s “One-Minute Activities” for daily phonological awareness practice
- Zgonc’s phonological awareness activities
- Listen to rich literature to work on oral language comprehension
- Target concept practice sheets from IMSE’s practice books
- Practice test on Thursday and test on Friday

### **Interdisciplinary Connections**

#### **Visual and Performing Arts**

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

### **Computer Science & Design Thinking (NJSL 8) and Career Readiness, Life Literacies & Key Skills (NJSL 9)**

#### **Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

- Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

#### **Civic Responsibility**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

### **Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- N/A

### **Benchmark, Formative, Summative and Alternative Assessments**

#### **Benchmark**

- i-Ready Diagnostics
- DIBELS 8

#### **Formative**

- PAST
- Level 1 Initial
- Level 1 Midterm
- Word Dictation
- Sentence Dictation
- Classwork
- Homework Extensions
- Daily Practice
- Teacher Observation

#### **Summative**

- Weekly Dictation
- Level 1 Midterm
- Level 1 Final

#### **Alternative**

- Red Words Assessments
- Blends Assessments
- Prior Grade Level Assessments - Initial, Midterm, Final

Unit # 2	Duration
Topic: Concepts 42-50	13 Weeks
Alignment to NJSLS	
<p><b>Language Domain</b></p> <p><b>Foundational Skills: Reading Language</b></p> <p><i>Print Concepts</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> <p><i>Phonological Awareness</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> <li>○ A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>○ B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>○ C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>○ D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> </li> </ul> <p><i>Phonics and Word Recognition</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>○ A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>○ B. Decode regularly spelled one-syllable words.</li> <li>○ C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>○ D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>○ F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).</li> <li>○ G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> </li> </ul> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>○ A. Read grade-level text with purpose and understanding.</li> <li>○ B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ul> </li> </ul> <p><b>Foundational Skills: Writing Language</b></p> <ul style="list-style-type: none"> <li>● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). <ul style="list-style-type: none"> <li>○ A. Write the upper and lowercase alphabets from memory.</li> <li>○ B. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>○ C. Orally segment the phonemes in any single syllable, spoken word.</li> <li>○ D. Recognize that each syllable is organized around a vowel sound.</li> </ul> </li> </ul> <p><i>Spelling</i></p>	

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

*Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3).
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
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  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
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  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**Writing Domain**

- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

**Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Learning Objectives and Activities

### Enduring Understandings

*Students will understand that...*

- The alphabet consists of vowels and consonants.
- Sounds correspond to letters.
- Words and their meaning change when we change or manipulate the letter/sound (cat to can, how to cow).
- The importance of learning new words.
- The meaning of antonym and synonym.
- What it means to categorize words.
- How to identify and use vowel and consonant sounds.
- How to use rhyming patterns to decode words.
- Strategies are used to decode unknown words.
- Some words must be learned based on irregular patterns of spelling.

### Essential Questions

- What is the difference between a vowel and a consonant?
- What letters have more than one sound?
- How can we change the meaning of a word?
- What are some ways we can build our vocabulary?
- What is the difference between an antonym and a synonym?
- What does it mean to categorize words?
- What does it mean to decode words?
- Why would knowing or recognizing learned rhyming patterns assist in decoding new words?
- What are some of the strategies you use to decode words when reading?
- Why are words such as said, they, and was called "high frequency or sight" words?

### Learning Activities For All Concepts

- Phonological Awareness

- Materials: tokens, sound boxes
- One-minute activities
- Zgonc PA Book
- Three-Part Drill
  - Materials: review cards, sand, blending board, vowel tents/sticks
- Teaching a New Concept
  - Materials: concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart
  - Introduce on Monday; practice daily
- Word Dictation
  - Materials: finger tapping hand, dictation paper, pencil
- Sentence Dictation
  - Materials: finger tapping hand, dictation paper, pencil
  - Implement CUPS
- Weekly Red Words
  - Materials: screen, red crayon, red word paper
- Fluency/Vocabulary/Comprehension
  - Incorporate fluency into literacy lessons daily/weekly
    - Suggested Learning Activities: Rapid Word Charts, IMSE Decodable Readers, words & sentences, DIBELS 8th Edition, repeated reading
  - Incorporate vocabulary into literacy lessons daily/weekly
    - Rich literature/decodable Readers: choose 3-5 tier 2 words
    - Explicit/Direct Instruction: student-friendly definitions, word webs, vocabulary charts, illustrations
  - Incorporate oral language comprehension into literacy lessons daily/weekly
    - Explicit/Direct Comprehension Instruction: teacher modeling, guided practice, independent practice
    - Build on background knowledge, language structures, verbal reasoning, and literacy knowledge

#### **Concept 42 Remaining Ending Blends (jump) and syllabication of 3 or more syllables (hob/gob/lin)**

- Students will build on the previously taught concepts of blends with the study syllabication..
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: day, too, eye
  - Red Words: Read Only: N/A
  - Card Pack #: 38
  - Decodable Reader #: 35
  - Power Reader #15 Fun at the Pond
  - Power Reader #16 The Hulk

#### **Concept 43 Y as a Vowel /i/ (cry)**

- Students will build on the previously taught concepts with the study of the y says /i/ at the end of an open, stressed syllable.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: all, again
  - Red Words: Read Only: N/A

- Card Pack #: 39
- Decodable Reader #: 36
- Supercharged Readers #: 29 Idaho Horizons

#### **Concept 44 -Ng/-nk (sang/sink)**

- Students will build on the previously taught concepts with the study of -ng and -nk.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: boy, girl, sign
  - Red Words: Read Only: play
  - Card Pack #: 40
  - Decodable Reader #:37
  - Power Reader # 25 Ring-a-Ling
  - Power Reader # 26 Fish Tank

#### **Concept 45 -Ck /k/ (rock) (1-1-1 Rule)**

- Students will build on the previously taught concepts with the study of how the /k/ sound is spelled -ck when immediately following a short vowel in a stressed syllable (another 1-1-1 rule.)
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: your, which, look
  - Red Words: Read Only: way
  - Card Pack #: 41
  - Decodable Reader #: 38
  - Power Reader #13 The Sick Tot
  - Power Reader # 14 The Duck

#### **Concept 46 -Tch /ch/ (match) (1-1-1 Rule)**

- Students will build on the previously taught concepts with the study of the /ch/ sound is spelled -tch when it immediately follows a short vowel in a stressed syllable (another 1-1-1 rule.)
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: also, use
  - Red Words: Read Only: N/A
  - Card Pack #: 42
  - Decodable Reader #: 39
  - Power Reader: N/A

#### **Concept 47 -dge /j/ (fudge) ( 1-1-1 Rule)**

- Students will build on the previously taught concepts with the study of the /j/ sound is spelled -dge when it immediately follows a short vowel in a stressed syllable (another 1-1-1 rule.)
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: today, yesterday
  - Red Words: Read Only: chair
  - Card Pack #:43
  - Decodable Reader #: 40



- Supercharged Reader #: 3 Miss Fudge and Mitch (-dge and -tch concepts)

#### **Concept 48 Magic E (bike) Syllable Type 3 (ME) VC/V Syllable Pattern 3 (fixate)**

- Students will build on the previously taught concepts with the study that a Magic E is when the “e” jumps over one consonant to make the vowel “say its name” which is also known as VCe.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: first, around, going
  - Red Words: Read Only: N/A
  - Card Pack #: 44
  - Decodable Reader #: 41
  - Supercharged Reader #: 11 Boston (silent e: o-e)
  - Supercharged Reader #: 12 In the Crate (silent e: a-e, e-e)
  - Supercharged Reader #: 14 Riddle Time (silent e: i-e)
  - Supercharged Reader #: 15 What's the Use (silent e: u-e)

#### **Concept 49 y as a vowel /e/ (baby)**

- Students will build on the previously taught concepts with the study of y says /e/ at the end of an open syllable.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: walk
  - Red Words: Read Only: N/A
  - Card Pack #: 39
  - Decodable Reader #: 42
  - Power Reader # 19 Dizzy
  - Power Reader # 20 No Pets in Bed

#### **Concept 50 Soft C /s/ and g /j/ (city, giraffe)**

- Students will build on the previously taught concepts with the study of c says /k/ next to a, o, u, and consonants and c says /s/ next to e, i, y; g says /g/ next to a, o, u and consonants and g says /j/ next to e, i, and y.
- Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept
  - Red Words: Read & Spell: say, their
  - Red Words: Read Only: center
  - Card Pack #: 6, 7, and 45
  - Decodable Reader #: 43
  - Supercharged Reader #: 17 At the Races

#### **Review for Concepts m-soft c and g**

- See pg. 182-183 of Grade 1 Teacher Guide

#### **Suggested Extension Activities**

- Concept Posters : Ex. Gentle Cindy
- Compare/Contrast (Venn Diagram)
- Create Paper Visuals for Sound/Letter Correspondence (Ex: Paper lollipop with pictures of words that begin with /l/)
- Review red words (Body Language) Armtap. cross-clap and stomp letters

- Create target letter/words out of Play-Doh/Shaving Cream
- Sculpt the word using Play-Doh or clay. Spell and smash words
- Use grid, screen, & green crayon to practice writing/tracing letters
- Identify target red words with bingo dauber
- “Sound hunt” around the room to find objects that begin with target sound
- Use puzzle pieces to put together compound words. Use plastic Easter eggs, blocks, etc.
- Create syllabication center
- Create multiple “houses” for students’ Interactive Notebooks
- Set up a center with a recording of words with blends. Have students use tokens and sound boxes to indicate how many sounds are in each word.
- Have an image of a blender. Have students brainstorm words that have blends
- IMSE’s Orton-Gillingham’s Pinterest Page for additional suggestion
- IMSE Digital Resource Page for additional activities
- Mrs. Siravo’s YouTube page for additional suggestions

#### **Weekly Lesson Reminders**

- Extension Activities
- Daily practice with writing the weekly Red Word (s)
- Kilpatrick’s “one-Minute Activities” for daily phonological awareness practice
- Zgonc’s phonological awareness activities
- Listen to rich literature to work on oral language comprehension
- Target concept practice sheets from IMSE’s practice books
- Practice test on Thursday and test on Friday

### **Interdisciplinary Connections**

#### **Visual and Performing Arts**

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

### **[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)**

#### **Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

<b>Civic Responsibility</b> <ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <ul style="list-style-type: none"> <li>There are actions an individual can take to help make this world a better place.</li> </ul> </li> </ul>	
<b>Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)</b>	
<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Benchmark, Formative, Summative and Alternative Assessments</b>	
<b>Benchmark</b> <ul style="list-style-type: none"> <li>i-Ready Diagnostics</li> <li>DIBELS 8</li> </ul> <b>Formative</b> <ul style="list-style-type: none"> <li>PAST</li> <li>Level 1 Initial</li> <li>Level 1 Midterm</li> <li>Word Dictation</li> <li>Sentence Dictation</li> <li>Classwork</li> <li>Homework Extensions</li> <li>Daily Practice</li> <li>Teacher Observation</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>Weekly Dictation</li> <li>Level 1 Midterm</li> <li>Level 1 Final</li> </ul> <b>Alternative</b> <ul style="list-style-type: none"> <li>Red Words Assessments</li> <li>Blends Assessments</li> <li>Prior Grade Level Assessments - Initial, Midterm, Final</li> </ul>	

Unit # 3	Duration
Topic: Concepts 51-57	13 Weeks
<b>Alignment to NJSLs</b>	

## **Language Domain**

### **Foundational Skills: Reading Language**

#### *Print Concepts*

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### *Phonological Awareness*

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### *Phonics and Word Recognition*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

#### *Fluency*

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.

### **Foundational Skills: Writing Language**

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.

#### *Spelling*

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

#### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
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- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Learning Objectives and Activities

### Enduring Understandings

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- Sounds correspond to letters.
- Words and their meaning change when we change or manipulate the letter/sound (cat to can, how to cow).
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- The meaning of antonym and synonym.
- What it means to categorize words.
- How to identify and use vowel and consonant sounds.
- How to use rhyming patterns to decode words.
- Strategies are used to decode unknown words.
- Some words must be learned based on irregular patterns of spelling.

### Essential Questions

- What is the difference between a vowel and a consonant?
- What letters have more than one sound?
- How can we change the meaning of a word?
- What are some ways we can build our vocabulary?
- What is the difference between an antonym and a synonym?
- What does it mean to categorize words?
- What does it mean to decode words?
- Why would knowing or recognizing learned rhyming patterns assist in decoding new words?
- What are some of the strategies you use to decode words when reading?
- Why are words such as said, they, and was called "high frequency or sight" words?

### Learning Activities For All Concepts

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  - Materials: tokens, sound boxes
  - One-minute activities
  - Zgonc PA Book
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    - Rich literature/decodable Readers: choose 3-5 tier 2 words
    - Explicit/Direct Instruction: student-friendly definitions, word webs, vocabulary charts, illustrations
  - Incorporate oral language comprehension into literacy lessons daily/weekly
    - Explicit/Direct Comprehension Instruction: teacher modeling, guided practice, independent practice
    - Build on background knowledge, language structures, verbal reasoning, and literacy knowledge

#### **Concept 51 Suffix -ed: /id/, /d/, /t/ (folded, soared, crashed)**

Students will build on previously taught concepts with the study of

1. suffix -ed says /id/ when the base word ends with /d/ or /t/ and
2. suffix -ed says /d/ when the base word ends in a voiced sound other than /t/

Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: how, once
- Red Words: Read Only: N/A
- Card Pack #: 46
- Decodable Reader #: 44
- SuperCharge Chapter Book #1 Pigskin
- SuperCharge Chapter Book #2 Trapped

#### **Concept 52 Plural Suffixes: -s /s/ or /z/, es /iz/**

Students will build on the previously taught concepts with the study of

1. suffix -s says /s/ when the base word ends in a voiceless sound (e.g. cats. It says /z/ when the word ends in a voiced sound (e.g., dogs).
2. suffix -s says /ɪz/ and comes after words that end with /ch/, /j/, /s/, /sh/, /z/ or the letter “x” (e.g. matches, wishes, boxes)

Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: another
- Red Words: Read Only: N/A
- Card Pack #: 47
- Decodable Reader #: 45
- Supercharged Readers : N/A

#### **Concept 53 Vowel Team: ea and ee /ē (treat, bee)**

Students will build on the previously taught concepts with the study of vowel teams, which are two, three, four letters that work together to produce a sound. The vowel sound may be long, short, or a diphthong (gliding, monosyllabic speech sound).

Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: pull, wash
- Red Words: Read Only: N/A
- Card Pack #: 48
- Decodable Reader #: 46
- SuperCharge Chapter Book #20 Three Beats

#### **Concept 54 Vowel Team: ai and ay /ā/ (sail, clay)**

Students will build on the previously taught concepts with the study of vowel teams, which are two, three, four letters that work together to produce a sound. The vowel sound may be long, short, or a diphthong (gliding, monosyllabic speech sound).

Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: every, everyone
- Red Words: Read Only: school, tractor
- Card Pack #: 49
- Decodable Reader #: 47
- SuperCharge Chapter Book #22 The Grain Chain

#### **Concept 55 Vowel Team: oa and oe /ō/ (boat/toe)**

Students will build on the previously taught concepts with the study of vowel teams, which are two, three, four letters that work together to produce a sound. The vowel sound may be long, short, or a diphthong (gliding, monosyllabic speech sound).

Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: know, knew
- Red Words: Read Only: N/A
- Card Pack #: 50
- Decodable Reader #: 48
- SuperCharge Chapter Book #22 Wind Blows

#### **Concept 56 Suffix -ing (walking)**

Students will build on the previously taught concepts with the study of

1. the difference between suffix -ing and “ing” in a word (e.g. ring vs. ringing)
2. the suffix -ing means the action or process of (verb), such as *playing*, or materials (noun), such as *bedding*

Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: friend
- Red Words: Read Only: N/A
- Card Pack #:51
- Decodable Reader #: 49
- Power Reader #27 Batting Bugs
- Power Reader # 28 Tim’s Buddy

#### **Concept 57 Contractions am, is, are, has, not (I’m, he’s, we’re, isn’t)**

Students will build on the previously taught concepts with the study of contractions.



Suggested Literature -Literature ideas listed in Teacher Guide on first page of each concept

- Red Words: Read & Spell: been, our, other
- Red Words: Read Only: N/A
- Card Pack #: N/A
- Decodable Reader #: 50

**Review for Concepts m-contractions with am, is, are, has, not**

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### **Suggested Extension Activities**

- Compare/Contrast (Venn Diagram)
- Create Paper Visuals for Sound/Letter Correspondence (Ex: Paper lollipop with pictures of words that begin with /l/)
- Review red words (Body Language): arm tap. cross-clap and stomp letters
- Create target letter/words out of Play-Doh/shaving cream
- Sculpt the word using Play-Doh or clay. Spell and smash words
- Use grid, screen, & green crayon to practice writing/tracing letters
- Identify target red words with Bingo dabber
- “Sound hunt” around the room to find objects that begin with target sound
- Use puzzle pieces to put together compound words. Use plastic Easter eggs, blocks, etc.
- Create syllabication center
- Create multiple “houses” for students’ Interactive Notebooks.
- Set up a center with a recording of words with blends. Have students use tokens and sound boxes to indicate how many sounds are in each word.
- Give students 3 different colored index cards. One card students write, “I hear /id/, but I write -ed.” On the second card, students write, “I hear /d/, but I write -ed.” On the last card, students write, “I hear /t/, but I write -ed.”
- Create a list of several past tense verbs. Have students perform the past tense verb as you take a picture of them. Show the pictures to see if they can figure out the past tense verb the picture represents.
- Give students 3 different colored index cards. On one card students write, “I hear /s/, and I write -s” On the second card, students write, “I hear /iz/, but I write -es.” On the last card, students write, “I hear /iz/, but I write -es.”
- Start to teach homophones with ea/ee spellings
- IMSE’s Orton-Gillingham’s Pinterest Page for additional suggestion
- IMSE Digital Resource Page for additional activities
- Mrs. Siravo’s YouTube page for additional suggestions

### **Weekly Lesson Reminders**

- Extension Activities
- Small Group Instruction
- Daily practice with writing the weekly Red Word (s)
- Kilpatrick’s “One-Minute Activities” for daily phonological awareness practice
- Zgonc’s phonological awareness activities
- Listen to rich literature to work on oral language comprehension

- Target concept practice sheets from IMSE's practice books
- Practice test on Thursday and test on Friday

### Interdisciplinary Connections

#### Visual and Performing Arts

- Students sing and dance to a variety of videos aligned to the letter they are learning during the week.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

### [Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)

#### Algorithms & Programming

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

#### Civic Responsibility

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

### Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- N/A

### Benchmark, Formative, Summative and Alternative Assessments

#### Benchmark

- i-Ready Diagnostics
- DIBELS 8

#### Formative

- PAST
- Level 1 Initial
- Level 1 Midterm
- Word Dictation
- Sentence Dictation
- Classwork

- Homework Extensions
- Daily Practice
- Teacher Observation

**Summative**

- Weekly Dictation
- Level 1 Midterm
- Level 1 Final

**Alternative**

- Red Words Assessments
- Blends Assessments
- Prior Grade Level Assessments - Initial, Midterm, Final

## Middletown Pacing Calendar: Reading

Trimester 1		Trimester 2	
Week # and Reading Topic/Unit		Week # and Reading Topic/Unit	
1	<a href="#">Launching Reading Workshop Lessons</a>	14	Book 3: Readers Have Big Jobs To Do - Sessions 1, 4, 5, 6, 8, 12, 13, 14, 15, 17, 18
2		15	
3	Book 1: Building Good Reading Habits - Sessions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18	16	
4		17	
5		18	Book 2: Learning About The World (Reading Nonfiction) - Sessions 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 15, 16, 17, 18
6		19	
7		20	
8		21	
9		22	
10		23	
11		24	
12	Book 3: Readers Have Big Jobs To Do - Sessions 1, 4, 5, 6, 8, 12, 13, 14, 15, 17, 18	25	
13		26	Book 4: Meeting Characters and Learning Lessons (A Study of Story Elements) - All Sessions

Trimester 3			
Week # and Reading Topic/Unit		Week # and Reading Topic/Unit	
27	Book 4: Meeting Characters and Learning Lessons (A Study of Story Elements) - All Sessions	34	If/Then Curriculum: Readers Get To Know Characters By Performing Their Books - Sessions 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19
28			
29			
30			
31			
32			
33	If/Then Curriculum: Readers Get To Know Characters By Performing Their Books	39	

### Core Instructional Resources and Materials (Including Varied Levels of Text)

- Resources and materials are listed within each reading unit
- **PLEASE NOTE:** Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prior to use. These resources or materials must also be noted in the teacher’s lesson plan after approval is granted.

Reading Unit # 1	Duration
Topic: Building Good Reading Habits	9 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> Students will develop into a community of readers who cares about books and about each other. Students will learn how to properly handle the books, as well as what is expected of readers during mini lessons, reading time, and conferring time through established, predictable procedures. Students will also learn the importance of selecting books that are “just right” for them. Finally, students will learn and continue to review print strategies they need to use in order to read their just-right books conventionally.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1 <ul style="list-style-type: none"> <li>◦ Readers Have Big Jobs To Do (Book 3)</li> </ul> </li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1</li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher’s Guide To Reading Conferences (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Classroom Libraries</li> <li>• <a href="#">Readworks.org</a></li> <li>• <a href="#">University of Florida Institute</a></li> <li>• <a href="#">EPIC Reading</a></li> <li>• IMSE Suggested Literature listed in Teacher Guide</li> <li>• i-Ready</li> </ul>	

**Mentor Texts**

- *Ish* by Peter Reynolds
- *Ollie the Stomper* by Olivier Dunrea
- *Gossie and Gertie* by Olivier Dunrea
- *Kazam's Birds* by Amy Ehrlich

**Academic Vocabulary**

- retell
- reread
- stamina
- fluency
- predict
- visualize

**Alignment to NJSLs****Language Domain****Foundational Skills: Reading Language***Print Concepts*

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

*Phonological Awareness*

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Phonics and Word Recognition*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

*Fluency*

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Foundational Skills: Writing Language**

#### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings

### **Reading Domain**

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Learning Objectives and Activities

### Enduring Understandings

*Students will understand that...*

- Readers read and reread the whole time during reading workshop and are prepared to talk with their partner.
- Readers can read smoothly for a sustained amount of time.
- Readers make a picture in their mind before reading, predict, and revise mental images as they read the story.
- Readers can retell key details after reading.
- Reading partners talk about books in a way that helps them both comprehend and have fun.

### Essential Questions

- How can stamina and fluency help you become a good reader?
- Why is it important to understand what you read?
- How can you respond to a book?
- How do first graders "book talk?"

### Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/Guided Reading/Strategy Groups
  - Share
- **Interactive Read Aloud:** Reading aloud is one of the most important things grade one teachers can do for their students. During an interactive read aloud, a teacher reads a text aloud to the class purposefully pausing for conversation and/or asking/answering comprehension questions. Students respond in both oral and written form through: turn and talk conversations with peers and/or the teacher, stop and jots, graphic organizers, and journals. Reading aloud serves many purposes:
  - To reread so students grow familiar with the stories.
  - Allows teachers to model active reading strategies to increase comprehension and enjoyment.
  - To increase listening and speaking skills and encourage conversation of texts.
  - To reinforce the importance of story elements and story structure.
  - Model “turn and talk” activities.



- [Read Aloud BOY Teaching Points](#)
- [Sample Read Aloud Planning Template](#)
- **Shared Reading:** Shared reading is reading a text that everybody can see so that they can all participate in the reading of the text. This can take many formats, such as big books, poems, nursery rhymes and songs. Shared reading is an important component as it serves as a time for the teacher to model the print strategies, (thinking aloud). You can provide students with small copies of the text to keep in their bins. The following skills can be taught during read aloud/independent reading.
  - Book handling (left to right directionality, top to bottom, etc.)
  - Concept of letter and word and sentence
  - One to one correspondence
  - Identify high frequency/sight words
  - Decoding strategies
  - Vocabulary strategies
  - Thinking aloud to model comprehension strategies
  - Building fluency and stamina
  - [Sample Shared Reading Planning Template](#)
  - See Back of Unit of Study for a week-long planning suggestions
- **Conferences**
- **Small Group:** Students read a teacher-selected text at their instructional level. All students in the group read the same text.
- **Strategy Groups:** These groups are flexible; constantly changing as the students' needs and strengths. Strategies are taught with the students applying them to their own text.

### Student Learning Objectives

#### **BEND I: HABITS FOR READING LONG AND STRONG**

Session 1: Readers take a sneak peek to get ready to read.

Session 2: Readers do *something* at the end of a book.

Session 3: Readers get stronger by reading more and more.

Session 4: Readers set goals to read all day long.

Session 5: Readers reread to make their reading voices smoother.

Session 6: Readers track with their eyes and scoop up more words.

Session 7: When readers reread, they see more.

#### **BEND II: HABITS FOR TACKLING EVEN THE HARDEST WORDS**

Session 8: Readers sneak peek at the pictures to figure out the words.

Session 9: Drop bad habits! Pick up good habits! (Eliminate "Check the Picture")

Session 10: Readers look at all parts of a word.

Session 12: Readers double check their reading.

Session 13: Readers don't give up; they try, try again.

#### **BEND III: PARTNERS HAVE GOOD HABITS, TOO!**

Session 15: Partners can introduce their books to each other.  
 Session 16: Partners don't tell, they help.  
 Session 17: Partners can do something at the end of a book, too.  
 Session 18: Readers celebrate and set new goals.

**[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)**

**Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

**Civic Responsibility**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

**Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- N/A

**Benchmark, Formative, Summative and Alternative Assessments**

**Benchmark**

- DIBELS8
- iReady

**Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Progress Monitoring Reports
- Classwork
- Stop & Jots
- Class or Group discussion/Turn & Talk
- Student participation
- Strategy application
- Guided reading and strategy groups

**Summative**

- Rubric Assessments

Reading Unit # 2	Duration
Topic: Readers Have Big Jobs To Do: Fluency, Phonics and Comprehension	6 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> This unit will teach students strategies to understand and figure out words so that they are able to read more challenging books. It is the goal for your students to become active problem solvers when reading. Students will continue their word detective skills to understand their books and use everything they know to get the job done. This unit will prepare students for Reader's Workshop by teaching behaviors and strategies they will need to read independently, as a class, and with a partner. They will learn to set goals and build stamina.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1 <ul style="list-style-type: none"> <li>◦ Readers Have Big Jobs To Do (Book 3)</li> </ul> </li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1</li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher's Guide To Reading Conferences (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Classroom Libraries</li> <li>• <a href="#">Readworks.org</a></li> <li>• <a href="#">University of Florida Institute</a></li> <li>• <a href="#">EPIC Reading</a></li> <li>• IMSE Suggested Literature in the Teacher Guide</li> <li>• i-Ready</li> </ul> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Frog and Toad Are Friends</i> by Arnold Lobel</li> <li>• <i>Tumbleweed Stew</i> by Susan Stevens Crummel</li> <li>• <i>The Dinosaur Chase</i> by Hugh Price</li> <li>• <i>Zelda and Ivy: The Runaways</i> by Laura McGee Kvasnosky</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• retell</li> <li>• reread</li> </ul>	

- stamina
- fluency
- predict
- visualize

## Alignment to NJSLs

### Language Domain

#### Foundational Skills: Reading Language

##### *Print Concepts*

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### *Phonological Awareness*

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### *Phonics and Word Recognition*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

##### *Fluency*

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings

### **Reading Domain**

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
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- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Readers notice patterns in their texts and use them to help them read.

- Readers read, think, and talk about patterns independently and with reading partners.
- Readers use patterns to help them read fluently.
- Readers self-monitor and self-correct as they read.
- Readers retell their book to themselves and their partners.

### Essential Questions

- What does a good reader look like?
- How do you become a good reader?
- How do readers make sense of what they are reading?
- Why is monitoring reading important?
- How can partners help each other with reading and understanding?
- What does a good retelling look/sound like?

### Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/Guided Reading/Strategy Groups
  - Share
- **Interactive Read Aloud:** Reading aloud is one of the most important things grade one teachers can do for their students. During an interactive read aloud, a teacher reads a text aloud to the class purposefully pausing for conversation and/or asking/answering comprehension questions. Students respond in both oral and written form through: turn and talk conversations with peers and/or the teacher, stop and jots, graphic organizers, and journals. Reading aloud serves many purposes:
  - To reread so students grow familiar with the stories.
  - Allows teachers to model active reading strategies to increase comprehension and enjoyment.
  - To increase listening and speaking skills and encourage conversation of texts.
  - To reinforce the importance of story elements and story structure.
  - Model “turn and talk” activities.
  - [Read Aloud BOY Teaching Points](#)
  - [Sample Read Aloud Planning Template](#)
- **Shared Reading:** Shared reading is reading a text that everybody can see so that they can all participate in the reading of the text. This can take many formats, such as big books, poems, nursery rhymes and songs. Shared reading is an important component as it serves as a time for the teacher to model the print strategies, (thinking aloud). You can provide students with small copies of the text to keep in their bins. The following skills can be taught during read aloud/independent reading.
  - Book handling (left to right directionality, top to bottom, etc.)

- Concept of letter and word and sentence
- One to one correspondence
- Identify high frequency/sight words
- Decoding strategies
- Vocabulary strategies
- Thinking aloud to model comprehension strategies
- Building fluency and stamina
- [Sample Shared Reading Planning Template](#)
- See Back of Unit of Study for a week-long planning suggestions
- **Conferences**
- **Small Group:** Students read a teacher-selected text at their instructional level. All students in the group read the same text.
- **Strategy Groups:** These groups are flexible; constantly changing as the students' needs and strengths. Strategies are taught with the students applying them to their own text.

#### **Student Learning Objectives**

#### **BEND I: READERS HAVE IMPORTANT JOBS TO DO**

Session 1: You be the boss! Readers say, "I can do this!"

Session 4: Readers make a plan.

Session 5: Readers get help when they need it.

#### **BEND II: READERS ADD NEW TOOLS TO READ HARD WORDS**

Session 6: Readers think about the story to problem-solve words.

Session 8: Readers slow down to break up long words.

#### **BEND III: READERS USE TOOLS TO UNDERSTAND THEIR BOOKS**

Session 12: Readers monitor for meaning and reread when they don't understand.

Session 13: Readers envision the scene as they read, using the pictures and the words to make a movie in their mind.

Session 14: Readers keep track of who's talking as they read to really understand the story.

Session 15: Readers don't just read words, they use clues in the illustrations and text to infer the meanings of unfamiliar vocabulary.

#### **BEND IV: READERS USE EVERYTHING THEY KNOW TO GET THE JOB DONE**

Session 17: Readers investigate ways to make their reading sound great.

Session 18: Reading partners work together to make their reading sound its very best

#### **Interdisciplinary Connections**

- N/A

[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)

**Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

**Civic Responsibility**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

**Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- N/A

**Benchmark, Formative, Summative and Alternative Assessments****Benchmark**

- DIBELS8
- iReady

**Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Progress Monitoring Reports
- Classwork
- Stop & Jots
- Class or Group discussion/Turn & Talk
- Student participation
- Strategy application
- Guided reading and strategy groups

**Summative**

- Rubric Assessments



Reading Unit # 3	Duration
Topic: Learning About the World	8 weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> Students will learn how the challenge of working on hard words and tricky parts of books helps build fluency and comprehension. Additionally, students will revisit strategy work and learn more sophisticated strategies to read increasingly challenging books. Finally, students will continue to lift their level of independence with word solving even more as they are expected to continue monitoring and fixing up their own reading.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1 <ul style="list-style-type: none"> <li>◦ Learning About the World: Reading Nonfiction (Book 2)</li> </ul> </li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1</li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher's Guide To Reading Conferences (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Classroom Libraries</li> <li>• <a href="#">Readworks.org</a></li> <li>• <a href="#">University of Florida Institute</a></li> <li>• <a href="#">EPIC Reading</a></li> <li>• IMSE Suggested Literature in the Teacher Guide</li> <li>• i-Ready</li> </ul> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Hang On Monkey</i> by Susan Neuman</li> <li>• <i>Owls</i> by Mary R. Dunn</li> <li>• <i>Super Storms</i> by Seymour Simon</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Informational text</li> <li>• Text features (i.e. table of contents, index, heading, glossary, etc.)</li> <li>• Main topic</li> </ul>	

- Key details
- Illustrations
- Questions

## Alignment to NJSLs

### Language Domain

#### Foundational Skills: Reading Language

##### *Phonics and Word Recognition*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

##### *Fluency*

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### Reading Domain

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Readers of nonfiction think about books in parts.
- Science readers build up their background knowledge quickly by starting with the books that they feel are easy reads to give them a quick overview of the topic.
- Readers think and talk about the main idea of the book.
- Readers make observations, ask questions, voice disagreements, or make additions to what we read.
- Readers have so many strategies for helping us read tricky words.
- Readers ask — "What is coming next?" to get ready for the next part.
- Readers fix up and read again to make their reading smooth.
- Readers take time to retell what they've read to make sure that it makes sense.
- Readers can share books with the ones they love to show off their reading.

## Essential Questions

- How can first graders read to discover more about the world?
- How can comparing and contrasting information help expand our knowledge?
- Why do readers talk to and teach each other about what they know?

## Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/Guided Reading/Strategy Groups
  - Share
- **Interactive Read Aloud:** Reading aloud is one of the most important things grade one teachers can do for their students. During an interactive read aloud, a teacher reads a text aloud to the class purposefully pausing for conversation and/or asking/answering comprehension questions. Students respond in both oral and written form through: turn and talk conversations with peers and/or the teacher, stop and jots, graphic organizers, and journals. Reading aloud serves many purposes:
  - To reread so students grow familiar with the stories.
  - Allows teachers to model active reading strategies to increase comprehension and enjoyment.
  - To increase listening and speaking skills and encourage conversation of texts.
  - To reinforce the importance of story elements and story structure.
  - Model “turn and talk” activities.
  - [Read Aloud BOY Teaching Points](#)
  - [Sample Read Aloud Planning Template](#)
- **Shared Reading:** Shared reading is reading a text that everybody can see so that they can all participate in the reading of the text. This can take many formats, such as big books, poems, nursery rhymes and songs. Shared reading is an important component as it serves as a time for the teacher to model the print strategies, (thinking aloud). You can provide students with small copies of the text to keep in their bins. The following skills can be taught during read aloud/independent reading.
  - Book handling (left to right directionality, top to bottom, etc.)
  - Concept of letter and word and sentence
  - One to one correspondence
  - Identify high frequency/sight words
  - Decoding strategies
  - Vocabulary strategies
  - Thinking aloud to model comprehension strategies
  - Building fluency and stamina

- [Sample Shared Reading Planning Template](#)
- See Back of Unit of Study for a week-long planning suggestions
- **Conferences**
- **Small Group:** Students read a teacher-selected text at their instructional level. All students in the group read the same text.
- **Strategy Groups:** These groups are flexible; constantly changing as the students' needs and strengths. Strategies are taught with the students applying them to their own text.

### **Student Learning Objectives**

#### **BEND I: GETTING SMART ON NONFICTION TOPICS**

Session 1: Readers start learning about a topic even before they read the page. Readers read the title and move their eyes all around the picture so they can learn about more than just one thing.

Session 2: Readers don't let the pages fly by. Instead, readers think, "This one page can make me smarter," and they read each page closely with fingers and eyes, getting as much out of it as they can.

Session 3: Readers read the words on the page, and then use their own words and their own ideas to talk about the book (or the page).

Session 4: Readers pause, look back in their books, and try to remember all that the book taught them.

Session 5: Nonfiction readers make their voices sound smoother and livelier as they read to understand and remember the information in books better.

Session 6: Readers celebrate all they have learned. (Consider adding a social studies connection, news article/read like a reporter)

#### **BEND II: TACKLING SUPER HARD WORDS IN ORDER TO KEEP LEARNING**

Session 8: One strategy readers use to figure out a trick word is to "crash" the word parts together, reading the beginning, middle, and end of the word, putting the parts together to form a word (blending.) Then readers check that the word makes sense.

Session 10: When readers run into a new word, they don't ignore those words, nor do they let those words stop them from reading and learning about their topic. They say the word the best they can and think, "What does this new word mean?"

Session 11: Readers are always on the lookout for keywords, words that are important to understanding the topic.

Session 12: Readers reread to smooth out their voices, but also to hear and show what, in their books, is important.

#### **BEND III: READING ALOUD LIKE EXPERTS**

Session 13: Readers first must figure out what they find interesting about the book in order to read books aloud well to others.

Session 15: Readers read books like experts, they study all the parts they find interesting and important, thinking not just like a reader, but also like a writer. (Have partners meet to talk about their writing)

Session 16: Readers use keywords to talk about a topic and teach others what the words mean and why they're important.

Session 17: Readers can use not only their voice, but also their body to bring a book to life.

Session 18: Readers read their books like experts, checking in with their listener/audience to make sure he/she understands the information that is shared.

### **Interdisciplinary Connections**

- 6.1.2.Civics CM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)
- 6.1.2.Civics CM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

- 6.1.2.History CC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.History CC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.History UP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.History SE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history
- 6.1.2.History SE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

### Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

#### **Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

#### **Civic Responsibility**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

### **Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- Climate Change
  - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
Climate Change Example: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.
    - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - C. Ask questions to clear up any confusion about the topics and texts under discussion.
  - RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.  
Climate Change Example: In a science unit, students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.

### **Benchmark, Formative, Summative and Alternative Assessments**

#### **Benchmark**

- DIBELS8
- iReady

**Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Progress Monitoring Reports
- Classwork
- Stop & Jots
- Class or Group discussion/Turn & Talk
- Student participation
- Strategy application
- Guided reading and strategy groups

**Summative**

- Rubric Assessments

Reading Unit # 4	Duration
Topic: Meeting Characters and Learning Lessons: A Study of Story Elements	6 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> This is a unit that helps kids experience the power of a story. This unit teaches empathy, imagination, envisionment, prediction—all those beautiful comprehension skills that add up to engagement. It relies on the nuts and bolts of story elements and on the skills that are foundational to literal and inferential comprehension.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1 <ul style="list-style-type: none"> <li>◦ Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)</li> </ul> </li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1</li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher’s Guide To Reading Conferences (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Classroom Libraries</li> <li>• <a href="#">Readworks.org</a></li> <li>• <a href="#">University of Florida Institute</a></li> <li>• <a href="#">EPIC Reading</a></li> <li>• IMSE Suggested Literature in the Teacher Guide</li> <li>• i-Ready</li> </ul> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>George and Martha</i> by James Mars</li> <li>• <i>Upstairs Mouse and Downstairs Mole</i> by Wong Herbert Yee</li> <li>• <i>Mr. Putter and Tabby Drop The Ball</i> by Cynthia Rylant &amp; Arthur Howard</li> <li>• <i>Ish</i> by Peter Reynolds</li> <li>• <i>Frog and Toad are Friends</i> by Arnold Lobel</li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Retell</li> </ul>	



- Reread
- Fluency
- Predict
- Compare
- Contrast
- Message

## Alignment to NJSLS

### Language Domain

#### Foundational Skills: Reading Language

##### *Phonological Awareness*

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### *Phonics and Word Recognition*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

##### *Fluency*

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - C. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### **Reading Domain**

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### **Speaking and Listening Domain**

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

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Readers get to know the characters in their books just like they get to know their friends by noticing who they are, what they do, how they act,

how they feel and what they learn.

- Readers can use the pictures and the words in their books to learn important information about the characters.
- Readers reread their books to be sure they aren't missing important clues about who the characters are and how they feel and act.
- Readers reread their books with a smooth voice so the characters come to life.
- Readers are on the lookout for ways that characters change.
- Readers sometimes notice that when characters change, this is a time when they have learned a lesson.
- Readers can be better book club members, one who comes ready to talk about books, to act out the characters, and give tips to others.

### Essential Questions

- What parts of a story are most important?
- How do we really get to know the characters in our books?
- Why is book talking important?

### Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/Guided Reading/Strategy Groups
  - Share
- **Interactive Read Aloud:** Reading aloud is one of the most important things grade one teachers can do for their students. During an interactive read aloud, a teacher reads a text aloud to the class purposefully pausing for conversation and/or asking/answering comprehension questions. Students respond in both oral and written form through: turn and talk conversations with peers and/or the teacher, stop and jots, graphic organizers, and journals. Reading aloud serves many purposes:
  - To reread so students grow familiar with the stories.
  - Allows teachers to model active reading strategies to increase comprehension and enjoyment.
  - To increase listening and speaking skills and encourage conversation of texts.
  - To reinforce the importance of story elements and story structure.
  - Model “turn and talk” activities.
  - [Read Aloud BOY Teaching Points](#)
  - [Sample Read Aloud Planning Template](#)
- **Shared Reading:** Shared reading is reading a text that everybody can see so that they can all participate in the reading of the text. This can take many formats, such as big books, poems, nursery rhymes and songs. Shared reading is an important component as it serves as a time for the teacher to model the print strategies, (thinking aloud). You can provide students with small copies of the text to keep in their bins. The following skills can be taught during read aloud/independent reading.
  - Book handling (left to right directionality, top to bottom, etc.)

- Concept of letter and word and sentence
- One to one correspondence
- Identify high frequency/sight words
- Decoding strategies
- Vocabulary strategies
- Thinking aloud to model comprehension strategies
- Building fluency and stamina
- [Sample Shared Reading Planning Template](#)
- See Back of Unit of Study for a week-long planning suggestions
- **Conferences**
- **Small Group:** Students read a teacher-selected text at their instructional level. All students in the group read the same text.
- **Strategy Groups:** These groups are flexible; constantly changing as the students' needs and strengths. Strategies are taught with the students applying them to their own text.

### **Student Learning Objectives**

#### **BEND I: GOING ON READING ADVENTURES**

Session 1: Readers Preview Stories to Get Ready for Reading Adventures

Session 2: Readers Use the Storyline to Predict

Session 3: Readers Retell to Retain the Story.

Session 4: Readers Revisit Books to Notice More

Session 5: Readers Reread to Notice Pages that Go Together

#### **BEND II: STUDYING CHARACTERS IN BOOKS**

Session 6: Learning about the Main Character

Session 7: Readers Learn About Characters by Noticing Their Relationships

Session 8: Rereading to Learn More about Characters

Session 9: Readers Become the Character

Session 10: Characters' Feelings Change, and So Do Readers' Voices

Session 11: Clues Help Readers Know How to Read a Story

Session 12: Readers Reread to Smooth out Their Voices and Show Big Feelings

#### **BEND III: LEARNING IMPORTANT LESSONS**

Session 13: Discovering the Lessons Familiar Stories Teach

Session 14: Readers Always Keep Life Lessons in Mind

Session 15: Readers Make Comparisons

Session 16: Readers Group Books by the Lessons They Teach

#### **BEND IV: GROWING OPINIONS ABOUT BOOKS**

Session 17: Readers Share Their Opinions about Books

Session 18: Readers Rehearse What They Will Say

**Interdisciplinary Connections**

- 6.1.2.Civics CM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)
- 6.1.2.Civics CM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.History CC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.History UP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.History SE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

**[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)**

**Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

**Civic Responsibility**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

**Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- N/A

**Benchmark, Formative, Summative and Alternative Assessments**

**Benchmark**

- DIBELS8
- iReady

**Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Progress Monitoring Reports
- Classwork
- Stop & Jots

- Class or Group discussion/Turn & Talk
- Student participation
- Strategy application
- Guided reading and strategy groups

**Summative**

- Rubric Assessments

Reading Unit # 5	Duration
Topic: Readers Get To Know Characters By Performing Their Books	5 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> This unit will expand upon student’s knowledge of story elements and will develop a richer understanding of how these three elements (characters, setting, story events), when considered alongside each other, can help them understand the characters more deeply. This unit will also teach children that through role-playing, they can come to understand the nuances of different personae. This unit capitalizes on children’s natural inclination for imitation and role playing by inviting them to do this same sort of pretending with characters in their books. As children take on the roles of their characters, they will come to know these characters and the stories in which they live. This unit celebrates that the most important reason for reading is for meaning.</p>	
<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1 <ul style="list-style-type: none"> <li>◦ Readers Get To Know Their Characters By Performing Their Books (If/Then pgs 47-69)</li> </ul> </li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1</li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher’s Guide To Reading Conferences (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Classroom Libraries</li> <li>• <a href="#">Readworks.org</a></li> <li>• <a href="#">University of Florida Institute</a></li> <li>• <a href="#">EPIC Reading</a></li> <li>• IMSE Suggested Literature in the Teacher Guide</li> <li>• i-Ready</li> </ul>	
<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Are You Ready to Play Outside?</i> by Mo Williams</li> </ul>	
<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Central message</li> <li>• Viewpoint</li> <li>• Character</li> </ul>	

- Actor
- Director
- Dialog
- Author

## Alignment to NJSL

### Language Domain

#### Foundational Skills: Reading Language

##### *Phonological Awareness*

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### *Phonics and Word Recognition*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

##### *Fluency*

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.



- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- B. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- C. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### **Reading Domain**

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### **Speaking and Listening Domain**

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

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Readers get to know the characters in their books just like they get to know their friends, noticing who they are, what they do, how they act, how they feel and what they learn.
- Readers reread books to be sure they are not missing important clues about who the characters are and how they feel and act.

- Readers can read in a smooth voice to make reading sound more like talking -so the characters come to life.

## Essential Questions

- What parts of a story are most important?
- How do we really get to know the characters in our books?
- Why is book talking important?

## Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/Guided Reading/Strategy Groups
  - Share
- **Interactive Read Aloud:** Reading aloud is one of the most important things grade one teachers can do for their students. During an interactive read aloud, a teacher reads a text aloud to the class purposefully pausing for conversation and/or asking/answering comprehension questions. Students respond in both oral and written form through: turn and talk conversations with peers and/or the teacher, stop and jots, graphic organizers, and journals. Reading aloud serves many purposes:
  - To reread so students grow familiar with the stories.
  - Allows teachers to model active reading strategies to increase comprehension and enjoyment.
  - To increase listening and speaking skills and encourage conversation of texts.
  - To reinforce the importance of story elements and story structure.
  - Model “turn and talk” activities.
  - [Read Aloud BOY Teaching Points](#)
  - [Sample Read Aloud Planning Template](#)
- **Shared Reading:** Shared reading is reading a text that everybody can see so that they can all participate in the reading of the text. This can take many formats, such as big books, poems, nursery rhymes and songs. Shared reading is an important component as it serves as a time for the teacher to model the print strategies, (thinking aloud). You can provide students with small copies of the text to keep in their bins. The following skills can be taught during read aloud/independent reading.
  - Book handling (left to right directionality, top to bottom, etc.)
  - Concept of letter and word and sentence
  - One to one correspondence
  - Identify high frequency/sight words
  - Decoding strategies
  - Vocabulary strategies

- Thinking aloud to model comprehension strategies
- Building fluency and stamina
- [Sample Shared Reading Planning Template](#)
- See Back of Unit of Study for a week-long planning suggestions
- **Conferences**
- **Small Group:** Students read a teacher-selected text at their instructional level. All students in the group read the same text.
- **Strategy Groups:** These groups are flexible; constantly changing as the students' needs and strengths. Strategies are taught with the students applying them to their own text.

### Student Learning Objectives

#### **BEND I: READERS HAVE WAYS TO GET TO KNOW CHARACTERS**

Session 1: Readers preview the text to get to know the characters in a new book.

Session 2: Readers zoom in on the illustrations in our books to learn more about the characters.

Session 3: Readers look at the pictures and words together because they know that the two work hand-in-hand to tell readers something about the characters.

Session 5: Readers stop and think about how the setting influences the character.

Session 6: Readers and partners work together to retell what their books are about--even after they just read them.

Session 7: Readers and partners discuss how characters feel and act at the beginning, middle, and end of a book.

Session 8: Readers sometimes you have to figure it out on your own when the book does not just come out and tell you what the characters might be saying or thinking.

#### **BEND II: PARTNERS PRETEND THEY ARE CHARACTERS AND PERFORM BOOKS IN CLUBS TO BECOME CHARACTER EXPERTS**

Session 9: Readers often put themselves in the characters' shoes to imagine what they are thinking and what they would say.

Session 10: Readers in book clubs set goals for their reading.

Session 11: Readers in book clubs get to know the characters in their books really well by becoming those characters as they read.

Session 12: Readers in your book club get to know the characters so well that they make them your own.

Session 13: Readers use their voice to bring stories to life.

Session 14: Readers act out scenes that are beyond what's on the pages; they act out what might come after the last page of the book.

#### **BEND III: GIVING THE GIFT OF READING**

Session 15: Readers can give the gift of reading!

Session 17: Readers as performers set goals to help them put finishing touches on their performances.

Session 19: Readers Celebrate!

### Interdisciplinary Connections

#### Visual and Performing Arts

- Students perform their books, acting as different characters in the story.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

**Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)**

**Algorithms & Programming**

- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
  - Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
  - Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

**Civic Responsibility**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - There are actions an individual can take to help make this world a better place.

**Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- N/A

**Benchmark, Formative, Summative and Alternative Assessments**

**Benchmark**

- DIBELS8
- iReady

**Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Progress Monitoring Reports
- Classwork
- Stop & Jots
- Class or Group discussion/Turn & Talk
- Student participation
- Strategy application
- Guided reading and strategy groups

**Summative**

- Rubric Assessments

## Middletown Pacing Calendar : Writing

Trimester 1		Trimester 2	
Week # and Writing Topic/Unit		Week # and Writing Topic/Unit	
1	<a href="#">Launching Writing Workshop</a>	14	Book 3: Writing Reviews
2		15	
3	Book 1: Small Moments	16	
4		17	
5		18	
6		19	Book 2: Nonfiction Chapter Books
7		20	
8		21	
9		22	
10		23	
11		24	
12	Book 3: Writing Reviews	25	
13		26	

Trimester 3			
Week # and Writing Topic/Unit		Week # and Writing Topic/Unit	
27	f/Then Curriculum: Writing How-To Books	34	Book 4: From Scenes to Series
28		35	
29		36	
30		37	
31		38	
32		39	
33	Book 4: From Scenes to Series		

### Core Instructional Resources and Materials (Including Varied Levels of Text)

- Resources and materials are listed within each writing unit
- PLEASE NOTE:** Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prior to use. These resources or materials must also be noted in the teacher's lesson plan after approval is granted.

### Writing Unit # 1

### Duration

Topic: Small Moments

8 Weeks

### Core Instructional Resources and Materials (Including Varied Levels of Text)

**Unit Overview:** This first unit is designed to help your students work with independence, confidence, and stamina. Children are encouraged to write about small moments, and this level of focus enables them to write with more detail, including showing a character's small actions, dialogue, and internal thinking. Children produce lots and lots of Small Moment stories and move with independence through the writing process: choosing an idea, planning their writing by sketching stories across 3-5 page booklets, and storytelling repeatedly until the story feels just right.

#### Resources/Materials

- Units Of Study for Teaching Reading, Grade 1
- Units Of Study in Opinion, Information, and Narrative Writing, Grade 1
  - Small Moments (Book 1)
- The Reading Strategies Book (Jennifer Serravallo)
- The Writing Strategies Book (Jennifer Serravallo)
- A Teacher's Guide to Writing Conferences (Carl Anderson)
- [Advancing Literacy Teachers College, Columbia University](#)
- Shared Reading Texts
- Interactive Writing texts
- Anchor charts
- CUPS
- [Heinemann Online Resources](#)
- Authentic Literature from District Provided Classroom Library

#### Mentor Text

- Night Of The Veggie Monster by George McClements

### Alignment to NJSLs

## Language Domain

### Foundational Skills: Writing Language

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound

### Spelling

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

### Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

## Writing Domain

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
  - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
  - B. Provide dialogue and/or description and details of experiences, events, or characters.
  - C. Use transitional words to manage the sequence of events.
  - D. Provide a reaction to the experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Good writers have a process and a routine that allow them to compose stories.
- Writers write long and strong, with great volume and stamina.
- A small moment is a story about a single event in one's life, written with detail and elaboration.
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience.
- Writers revise and edit their writing to improve readability for an audience.

### **Essential Questions**

- How do routines help first graders with the writing process?
- What does a good "small moment" look like?
- Why is sharing our writing important?



- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?

## Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/: Interactive Writing/Shared Writing/Strategy Groups
  - Share
- **Interactive Writing:** Teacher and students share the process of thinking of an idea and planning what to write. Teacher and students share the pen to co-compose a piece of writing.
  - [Interactive Writing Template](#)
- **Shared Writing:** Text is planned collaboratively by teacher and students. Teacher scaffolds students' language and ideas as the text is being composed verbally. Once the text has been decided on, teacher does the scribing.
- **Conferences:** Determine what the student is doing as a writer; assess and decide what to teach; teach powerfully (give feedback, teach, coach, link to independent work)
- **Strategy Groups:** These groups are flexible; constantly changing along with the varied needs and strengths of students. Therefore, the level of scaffolding provided to each group must also be varied. Strategies are taught with the students applying them to their own text.
- **Share**

## Student Learning Objectives

- tell a story using pictures, symbols, and/or words.
- use a system to file work in progress and finished pieces.
- generate ideas for writing stories by finding the stories in their lives worth telling.
- sequence a simplistic story so it makes sense to an audience.
- use phonological clues to generate unknown words for more detailed story
- use syntax clues to make writing sensible to an audience.
- share stories with a partner and offer feedback.
- view themselves as authors.
- participate in a writing conference with a teacher.
- sustain independence during writing conferences.
- attempt revision.
- attempt editing work.
- create stories for twenty uninterrupted minutes.

- use the supplies of the classroom during the Writing Workshop.
- publish one story that makes sense to an audience.

### **BEND I: WRITING SMALL MOMENTS STORIES WITH INDEPENDENCE**

Session 1: Writers lives are full of stories to tell and they use events from their lives to write Small Moment Stories.

Session 2: Writers plan for writing by touch and tell, sketch, then write.

Session 3: Writers use pictures to add on.

Session 4: Writers stretch words to spell them and record all the sounds.

Session 5: Writers zoom in and focus on small moments.

Session 6: Writers talk to other writers about their writing, storytelling their ideas out loud.

Session 7: Writers read their writing like they read books.

### **BEND II: BRINGING SMALL MOMENTS STORIES TO LIFE**

Session 8: Writers unfreeze our characters and our writing.

Session 9: Writers tell stories in itsy-bitsy steps.

Session 10: Writers bring what's inside out by making characters think and feel.

Session 11: Writers use drama to bring stories to life.

Session 12: Writers use familiar words to spell new words.

Session 13: Writers edit and use capital letters and end marks to help readers.

### **BEND III: STUDYING OTHER WRITERS' CRAFT**

Session 14: Writers study a story to learn ways the author makes it special.

Session 15: Writers try out a craft move from a mentor text by writing with exact actions.

Session 16: Writers try out a craft move from a mentor text by writing with pop-out words.

Session 17: Writers can turn to other mentor texts to try craft moves.

### **BEND IV: FIXING AND FANCYING UP OUR BEST WORK**

Session 18: Writers use all we know to revise.

Session 19: Writers edit with a checklist.

Session 20: Writers make books ready for the library.

Session 21: Writers celebrate.

### **Interdisciplinary Connections**

- N/A

[Computer Science & Design Thinking \(NJSLs 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLs 9\)](#)

- N/A

<b>Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Benchmark, Formative, Summative and Alternative Assessments</b>
<p><b>Benchmark</b></p> <ul style="list-style-type: none"><li>• DIBELS8</li><li>• iReady</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>• Teacher observations</li><li>• Teacher/student conferences</li><li>• Anecdotal Notes</li><li>• Pre On-Demand Rubric Assessments</li><li>• Classwork</li><li>• Class Discussion/Turn &amp; Talk</li><li>• Student participation</li><li>• Strategy application/Application of CUPS</li><li>• Application of writing mechanics to writing in other content areas</li></ul> <p><b>Summative</b></p> <ul style="list-style-type: none"><li>• Post On-Demand Rubric Assessments</li></ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"><li>• Writing assignments across content areas</li></ul>

Writing Unit # 2 Writing Reviews	Duration
Topic: Writing Reviews - Book 3	8 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> This unit begins by teaching students that writing can give them a way to make and defend decisions and opinions, such as, “Which is my best baseball cap? Beanie Baby?” or, “Which wins the booby prize for being the worst?” Children will learn to write their judgments, their reasons for those judgments and to organize their reasons, supplying supporting details. This unit will encourage writers to develop opinions with multiple reasons, provide detailed descriptions, as well as strong openings and closings. It will also encourage students towards using and revising more complex sentences, using linking words.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1</li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1 <ul style="list-style-type: none"> <li>◦ Small Moments (Book 1)</li> </ul> </li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher’s Guide to Writing Conferences (Carl Anderson)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• CUPS</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Authentic Literature from District Provided Classroom Library</li> </ul> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Link: Video from PBS Series Reading Rainbow</a></li> <li>• <i>I Wanna Iguana</i> by Karen Kaufman Orloff</li> <li>• <i>The Perfect Pet</i> by Margie Palatini</li> <li>• <i>Duck! Rabbit!</i> by Amy Krouse Rosenthal and Tom Lichtenheld</li> <li>• <i>Earrings!</i> by Judith Voirst</li> <li>• <a href="#">Link: Spaghetti Book Club Book Reviews by Kids for Kids</a></li> </ul> <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Reason</li> <li>• Judgment</li> </ul>	

- Convince
- Opinion
- Closure

## Alignment to NJSLS

### Language Domain

#### Foundational Skills: Writing Language

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound

#### Spelling

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

#### Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### Writing Domain

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
  - A. Introduce an opinion.
  - B. Support the opinion with facts or other information and examples related to the topic.
  - C. Provide a conclusion.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Learning Objectives and Activities

### Enduring Understandings

*Students will understand that...*

- Good writers have a process and a routine that allow them to compose stories.
- Writers write long and strong, with great volume and stamina.
- A small moment is a story about a single event in one's life, written with detail and elaboration.
- Writers can incorporate word study concepts and high frequency word walls to make writing more understandable for an audience.
- Writers revise and edit their writing to improve readability for an audience.
- Authors use the writing process to communicate their opinions.
- People naturally sort, rank, judge, categorize and give reasons for preferences in their everyday lives.
- Authors can try to convince another of their opinion through their writing.
- Published pieces can take on a variety of forms, including reviews.

## Essential Questions

- Why do people have different opinions?
- How do we develop an opinion?
- How do writers persuade their readers?
- Why is sharing our writing important?
- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?

## Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/: Interactive Writing/Shared Writing/Strategy Groups
  - Share
- **Interactive Writing:** Teacher and students share the process of thinking of an idea and planning what to write. Teacher and students share the pen to co-compose a piece of writing.
  - [Interactive Writing Template](#)
- **Shared Writing:** Text is planned collaboratively by teacher and students. Teacher scaffolds students' language and ideas as the text is being composed verbally. Once the text has been decided on, teacher does the scribing.
- **Conferences:** Determine what the student is doing as a writer; assess and decide what to teach; teach powerfully (give feedback, teach, coach, link to independent work)
- **Strategy Groups:** These groups are flexible; constantly changing along with the varied needs and strengths of students. Therefore, the level of scaffolding provided to each group must also be varied. Strategies are taught with the students applying them to their own text.
- **Share**

## Student Learning Objectives

- tell a story using pictures, symbols, and/or words.
- use a system to file work in progress and finished pieces.
- generate ideas for writing an opinion.
- give reasons to support your opinion.
- use phonological clues to generate unknown words for more detailed story
- use syntax clues to make writing sensible to an audience.
- share stories with a partner and offer feedback.
- view themselves as authors.

- participate in a writing conference with a teacher.
- sustain independence during writing conferences.
- attempt revision.
- attempt editing work.
- use the supplies of the classroom during the Writing Workshop.
- publish one story that makes sense to an audience.

### **Student Learning Objectives**

#### **BEND I: BEST IN SHOW: JUDGING OUR COLLECTIONS**

Session 1: People Collect Things and Write Opinions About Their Collections

Session 2: Writers explain judgements in convincing ways.

Session 3: Writers read and study the work of other writers and then try to incorporate what they have learned into their own writing.

Session 4: Writers expect disagreement.

Session 5: Writers also look for the least powerful, least unusual and the least interesting item.

Session 6: Writers bolster the argument.

Session 7: Writers edit and publish making writing best in show.

#### **BEND II: WRITING PERSUASIVE REVIEWS**

Session 8: Writers write reviews to persuade others.

Session 9: Writers talk right to readers.

Session 10: Writers make comparisons in writing.

Session 11: Writers hook their readers by writing catchy introductions and conclusions.

Session 12: Writers work with their partners to give writing checkups.

Session 13: Writers publish anthologies of pieces that go together.

#### **BEND III: WRITING PERSUASIVE BOOK REVIEWS**

Session 14: Writers use all they know to write book reviews.

Session 15: Writers don't spill the beans. They give a sneak peek summary.

Session 16: Writers check their sentences to make sure that they are just right.

Session 17: Writers review a review and make sure reviews are brim-full of the best work.

Session 18: Writers celebrate by having book review talks.

#### **Interdisciplinary Connections**

- N/A

#### **[Computer Science & Design Thinking \(NJSL 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSL 9\)](#)**

- N/A



<b>Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Benchmark, Formative, Summative and Alternative Assessments</b>
<p><b>Benchmark</b></p> <ul style="list-style-type: none"><li>• DIBELS8</li><li>• iReady</li></ul> <p><b>Summative</b></p> <ul style="list-style-type: none"><li>• Post On-Demand Rubric Assessments</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>• Teacher observations</li><li>• Teacher/student conferences</li><li>• Anecdotal Notes</li><li>• Pre On-Demand Rubric Assessments</li><li>• Classwork</li><li>• Class Discussion/Turn &amp; Talk</li><li>• Student participation</li><li>• Strategy application/Application of CUPS</li><li>• Application of writing mechanics to writing in other content areas</li></ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"><li>• Writing assignments across content areas</li></ul>

Writing Unit # 3	Duration
Topic: Nonfiction Chapter Books - Book 2	8 weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> This unit prepares children to write informational texts of all sorts across this year’s curriculum. Because this unit is foundational, undergirding children’s reading of informational texts and enabling their cross-curricular writing, it is well positioned early on in first grade. This unit channels first graders’ youthful confidence and passion about topics that matter most to them. First graders love the chance to teach you and the world! This is also a wonderfully supportive unit for your striving learners, who will come alive when given the opportunity to teach what they already know!</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1</li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1 <ul style="list-style-type: none"> <li>◦ Nonfiction Chapter Books (Book 2)</li> </ul> </li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher’s Guide to Writing Conferences (Carl Anderson)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• CUPS</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Authentic Literature from District Provided Classroom Library</li> </ul> <p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>• <i>Sharks</i> by Anne Schreiber</li> </ul> <p><b>Academic Vocabulary and Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Informational text</li> <li>• text features (i.e. table of contents, index, heading, glossary, etc.)</li> <li>• main topic</li> <li>• key details</li> <li>• illustrations</li> <li>• questions</li> </ul>	
Alignment to NJSLs	

## Language Domain

### Foundational Skills: Writing Language

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.

### Spelling

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

### Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

## Writing Domain

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Writers demonstrate knowledge about a topic.
- Writers self-reflect and add details that will strengthen writing and ideas as needed.
- Writers can gather information sources to answer a question.
- Writers write to teach what they know well.
- Writers revise to make writing better.
- Writers elaborate to make writing stronger.

### **Essential Questions**

- How do writers get their ideas for writing?
- How do writers stretch their thoughts across pages?
- How do writers write to teach what they know?
- How do nonfiction writers make their stories easy to understand?

## Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/: Interactive Writing/Shared Writing/Strategy Groups
  - Share
- **Interactive Writing:** Teacher and students share the process of thinking of an idea and planning what to write. Teacher and students share the pen to co-compose a piece of writing.
  - [Interactive Writing Template](#)
- **Shared Writing:** Text is planned collaboratively by teacher and students. Teacher scaffolds students' language and ideas as the text is being composed verbally. Once the text has been decided on, teacher does the scribing.
- **Conferences:** Determine what the student is doing as a writer; assess and decide what to teach; teach powerfully (give feedback, teach, coach, link to independent work)
- **Strategy Groups:** These groups are flexible; constantly changing along with the varied needs and strengths of students. Therefore, the level of scaffolding provided to each group must also be varied. Strategies are taught with the students applying them to their own text.
- **Share**

## Student Learning Objectives

### **BEND I: WRITING TEACHING BOOKS WITH INDEPENDENCE**

Session 1: Writers get ready to write by teaching all about a topic.

Session 2: Writers tell information across their fingers, sketch, then write.

Session 3: Writers keep readers in mind, writing to answer their questions.

Session 4: Writers teach with pictures as well as words.

Session 5: Writers are brave enough to spell domain-specific words. Note: Do not refer to chart.

Session 6: Writers use readers to help them add and subtract.

Session 7: Writers take stock, self-assess and set goals. Note: Use Writing Pathways checklist with student-friendly pictures

### **BEND II: NONFICTION WRITERS CAN WRITE CHAPTER BOOKS**

Session 9: Writers write a table of contents.

Session 10: Writers plan and write chapters while resolving to get better.

Session 11: Writers write with details and help readers picture the details by using comparisons.

Session 13: Writers write introductions and conclusions. Note: Break this up into two days

Session 14: Writers fix up writing by pretending to be readers. Note: don't use chart

### **BEND III: WRITING CHAPTER BOOKS WITH GREATER IMPORTANCE**

Session 15: Writers use all they know to plan for new chapter books.

Session 16: Writers do research, like finding images or photos, to help them say more.

Session 17: Writers edit by varying end punctuation to bring out a teaching book's meaning.

Session 18: Writers use craft moves learned in Small Moments like pop out words and speech bubbles.

Session 20: Writers celebrate

#### **Interdisciplinary Connections**

- N/A

#### **[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)**

- N/A

#### **Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

##### **Climate Change**

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.  
Climate Change Example: Students may compose text that explains how some plants and animals are able to adapt to changes within their environments.
  - A. Introduce a topic.
  - B. Develop the topic with facts or other information and examples related to the topic.
  - C. Provide a conclusion.

#### **Benchmark, Formative, Summative and Alternative Assessments**

##### **Benchmark**

- DIBELS8
- iReady

##### **Summative**

- Post On-Demand Rubric Assessments

##### **Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Pre On-Demand Rubric Assessments
- Classwork
- Class Discussion/Turn & Talk
- Student participation
- Strategy application/Application of CUPS

- Application of writing mechanics to writing in other content areas

#### Alternative

- Writing assignments across content areas

Writing Unit # 4	Duration
Topic: If/Then Curriculum: Writing How-To Books	6 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1</li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1 <ul style="list-style-type: none"> <li>◦ Writing How-To Books (If/Then pgs 30-40)</li> </ul> </li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher's Guide to Writing Conferences (Carl Anderson)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• CUPS</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Authentic Literature from District Provided Classroom Library</li> </ul> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>How to Be a Baby, by Me the Big Sister</i> by Sally Lloyd-Jones</li> <li>• <i>How to Teach a Slug to Read</i> by Susan Pearson</li> <li>• "How to Carve a Pumpkin" in <i>The Pumpkin Book</i> by Gail Gibbons</li> <li>• <i>My First Soccer Game</i> by Alyssa Satin Capucilli</li> <li>• <i>101 Things to Make and Do</i> published by Parragon (or other craft books)</li> <li>• <i>How to Babysit a Grandpa</i> by Jean Reagan</li> </ul>	

- *How to Be a Ballerina* by Harriet Castor 16
- *How to Make Bubbles, How to Make a Bouncing Egg, How to Make Slime, How to Make a Liquid Rainbow* by Lori Shores (and other books in the science experiment series published by Pebble Plus)
- *How a House is Built* by Gail Gibbons
- *Change It! Solids, Liquids, Gases and You* by Adrienne Mason
- *How to Lose All Your Friends* by Nancy Carlson
- *Let's Cook!* by Backpack Books (or other cookbooks for kids)
- *My First Ballet Class* by Alyssa Satin Capucilli

#### **Academic Vocabulary**

- Temporal words
- Sequencing
- Procedure
- Precise words
- Revise
- Edit
- Purpose of writing
- Explicit instructions

### **Alignment to NJSLs**

#### **Language Domain**

##### **Foundational Skills: Writing Language**

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.

##### *Spelling*

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

##### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.



- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### **Writing Domain**

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
  - A. Introduce the topic.
  - B. Develop the topic with facts or other information and examples related to the topic.
  - C. Provide a conclusion.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### **Speaking and Listening Domain**

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

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

## Learning Objectives and Activities

### Enduring Understandings

*Students will understand that...*

- Writing is a process, and every step in the process is important.
- Writers write long and strong, with great volume and stamina.
- How-to writing contains content-specific expert language as well as descriptive language.
- Writers revise and edit their writing to improve readability.

### Essential questions

- Why is it important to think about our audience when we write?
- How do authors improve their writing?
- How do authors communicate their ideas to an audience?

### Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/: Interactive Writing/Shared Writing/Strategy Groups
  - Share
- **Interactive Writing:** Teacher and students share the process of thinking of an idea and planning what to write. Teacher and students share the pen to co-compose a piece of writing.
  - [Interactive Writing Template](#)
- **Shared Writing:** Text is planned collaboratively by teacher and students. Teacher scaffolds students' language and ideas as the text is being composed verbally. Once the text has been decided on, teacher does the scribing.
- **Conferences:** Determine what the student is doing as a writer; assess and decide what to teach; teach powerfully (give feedback, teach, coach, link to independent work)
- **Strategy Groups:** These groups are flexible; constantly changing along with the varied needs and strengths of students. Therefore, the level of scaffolding provided to each group must also be varied. Strategies are taught with the students applying them to their own text.
- **Share**

### Student Learning Objectives

- tell a story using pictures, symbols, and/or words.

- use a system to file work in progress and finished pieces.
- generate ideas for writing stories by finding the stories in their lives worth telling.
- sequence a simplistic story so it makes sense to an audience.
- use phonological clues to generate unknown words for more detailed story
- use syntax clues to make writing sensible to an audience.
- share stories with a partner and offer feedback.
- view themselves as authors.
- participate in a writing conference with teacher.
- sustain independence during writing conferences.
- attempt revision.
- attempt editing work.
- create stories for twenty uninterrupted minutes.
- use the supplies of the classroom during Writing Workshop.
- publish one story that makes sense to an audience.

### **BEND I: GETTING STARTED: THINKING OF TOPICS, REHEARSING, AND WRITING TONS OF BOOKS**

Session 1: Writers think about things they know how to do or love to do.

Session 2: Writers think about the steps and tell them across our fingers.

Session 3: Writers sketch the steps across the pages of my book.

Session 4: Writers can teach others.

Session 5: Writers jot the steps in a booklet.

Session 6: Writers use precise words.

Session 7: Writers use transition words to make directions clear.

### **BEND II: WRITING IN SUCH A WAY THAT READERS CAN READ THE TEXT AND FOLLOW THE DIRECTIONS**

Session 8: Writers write for a particular audience when writing the steps of a “how to” book.

Session 9: Writers understand the purpose of their booklet.

Session 10: Writers reread their writing to be sure that the directions are clear.

Session 11: Writers use their “teacher” voice so that people will understand that they are showing them how to do something.

Session 12: Writers give explicit instructions that teach their readers how to do something precise.

### **BEND III: WITH FEEDBACK, WRITERS CAN REVISE THEIR HOW-TO TEXTS, MAKE NEW TEXTS WORLDS BETTER, AND SHARE THEM WITH AN AUDIENCE**

Session 13: Writers add details to pictures that can help teach your reader as well.

Session 14: Writers and their partners work together to improve each other’s writing.

Session 15: Writers use a checklist as a tool to improve writing.

Session 16: Writers use lots of marks, (exclamation marks, period, question marks, and commas), on the page to help readers read their stories more easily.

Session 17: Writers share their knowledge with others: A Celebration

Interdisciplinary Connections	
<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<a href="#">Computer Science &amp; Design Thinking (NJSLS 8)</a> and <a href="#">Career Readiness, Life Literacies &amp; Key Skills (NJSLS 9)</a>	
<ul style="list-style-type: none"> <li>N/A</li> </ul>	
Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)	
<ul style="list-style-type: none"> <li>RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</li> </ul>	
Benchmark, Formative, Summative and Alternative Assessments	
<p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>DIBELS8</li> <li>iReady</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Post On-Demand Rubric Assessments</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Teacher observations</li> <li>Teacher/student conferences</li> <li>Anecdotal Notes</li> <li>Pre On-Demand Rubric Assessments</li> <li>Classwork</li> <li>Class Discussion/Turn &amp; Talk</li> <li>Student participation</li> <li>Strategy application/Application of CUPS</li> <li>Application of writing mechanics to writing in other content areas</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Writing assignments across content areas</li> </ul>	

Writing Unit # 5	Duration
Topic: From Scenes to Series	7 Weeks
Core Instructional Resources and Materials (Including Varied Levels of Text)	
<p><b>Unit Overview:</b> In this unit, you’ll lead your first graders into series writing. In the first two bends of the unit, you will lead your students, somewhat step by step, through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books and, finally, creating a “boxed set” of their stories.</p> <p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>• Units Of Study for Teaching Reading, Grade 1</li> <li>• Units Of Study in Opinion, Information, and Narrative Writing, Grade 1 <ul style="list-style-type: none"> <li>◦ Book 4 From Scenes to Series</li> </ul> </li> <li>• The Reading Strategies Book (Jennifer Serravallo)</li> <li>• The Writing Strategies Book (Jennifer Serravallo)</li> <li>• A Teacher’s Guide to Writing Conferences (Carl Anderson)</li> <li>• <a href="#">Advancing Literacy Teachers College, Columbia University</a></li> <li>• Shared Reading Texts</li> <li>• Interactive Writing texts</li> <li>• Anchor charts</li> <li>• CUPS</li> <li>• <a href="#">Heinemann Online Resources</a></li> <li>• Authentic Literature from District Provided Classroom Library</li> </ul> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• Henry and Mudge and the Happy Cat by Cynthia Rylant</li> <li>• Chicken Sunday, P. Polacco</li> <li>• Just Us Women, J. Caines</li> <li>• Night Shift Daddy, E. Spinelli</li> <li>• Snowy Day, E.J. Keats</li> <li>• Two of Them, Alike</li> <li>• When I Was Young in the Mountains, C. Rylant</li> </ul>	
Alignment to NJSLs	
<p><b>Language Domain</b></p> <p><b>Foundational Skills: Writing Language</b></p>	

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.

### *Spelling*

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).

### *Sentence Composition (Grammar, Syntax, and Punctuation)*

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
  - A. Write sentences with increasing complexity.
  - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
  - E. Use commas in dates and to separate single words in a series.
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
  - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
  - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
  - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### **Writing Domain**

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
  - A. Introduce a topic.
  - B. Develop the topic with facts or other information and examples related to the topic.

- C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
  - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
  - B. Provide dialogue and/or description and details of experiences, events, or characters.
  - C. Use transitional words to manage the sequence of events.
  - D. Provide a reaction to the experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

### **Speaking and Listening Domain**

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.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.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## **Learning Objectives and Activities**

### **Enduring Understandings**

*Students will understand that...*

- Writers demonstrate knowledge about a topic.
- Writers self-reflect and add details that will strengthen writing and ideas as needed.
- Writers can gather information sources to answer a question.
- Writers write to teach what they know well.
- Writers revise to make writing better.
- Writers elaborate to make writing stronger.

### **Essential Questions**

- How do writers get their ideas for writing?
- How do writers stretch their thoughts across pages?
- How do writers write to teach what they know?

- How do nonfiction writers make their stories easy to understand?

## Structures

- **Mini lesson Structure**
  - Connection
  - Teaching Point
  - Active Engagement
  - Link
  - Mid Workshop Teaching Point
  - Conferences
  - Small Group Instruction/: Interactive Writing/Shared Writing/Strategy Groups
  - Share
- **Interactive Writing:** Teacher and students share the process of thinking of an idea and planning what to write. Teacher and students share the pen to co-compose a piece of writing.
  - [Interactive Writing Template](#)
- **Shared Writing:** Text is planned collaboratively by teacher and students. Teacher scaffolds students' language and ideas as the text is being composed verbally. Once the text has been decided on, teacher does the scribing.
- **Conferences:** Determine what the student is doing as a writer; assess and decide what to teach; teach powerfully (give feedback, teach, coach, link to independent work)
- **Strategy Groups:** These groups are flexible; constantly changing along with the varied needs and strengths of students. Therefore, the level of scaffolding provided to each group must also be varied. Strategies are taught with the students applying them to their own text.
- **Share**

## Student Learning Objectives

### **BEND I: FICTION WRITERS SET OUT TO WRITE REALISTIC FICTION**

Session 1: Serious fiction writers do some serious pretending.

Session 2: Writers develop a “can-do,” independent attitude.

Session 3: Writers learn to get their characters out of trouble.

### **BEND II: FICTION WRITERS SET OUT TO WRITE SERIES**

Session 6: Series writers always have a lot to write about.

Session 7: Introducing your character in book one of a series: What does your reader want to know?

Session 8: Writers develop dialogue.

Session 9: Saddle up to the revision party - and bring your favorite writer.

### **BEND III: BECOMING MORE POWERFUL AT REALISTIC FICTION: STUDYING THE GENRE AND STUDYING OURSELVES AS WRITERS**

Session 11: Series writers investigate what makes realistic fiction realistic.

Session 12: Writers “show, not tell” by focusing on tiny realistic details.

Session 13: Fiction writers include chapters: Writing a beginning, middle, and end.



Session 14: Patterns help writers elaborate.

Session 15: Writers use their super powers to work with greater independence.

#### **BEND IV: GETTING READY TO PUBLISH OUR SECOND SERIES**

Session 17: Writers use illustrations to tell important details

Session 18: Meet the author page

Session 19: Celebration

#### **Interdisciplinary Connections**

- N/A

[Computer Science & Design Thinking \(NJSLS 8\)](#) and [Career Readiness, Life Literacies & Key Skills \(NJSLS 9\)](#)

- N/A

#### **Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- N/A

#### **Benchmark, Formative, Summative and Alternative Assessments**

##### **Benchmark**

- DIBELS8
- iReady

##### **Summative**

- Post On-Demand Rubric Assessments

##### **Formative**

- Teacher observations
- Teacher/student conferences
- Anecdotal Notes
- Pre On-Demand Rubric Assessments
- Classwork
- Class Discussion/Turn & Talk
- Student participation
- Strategy application/Application of CUPS
- Application of writing mechanics to writing in other content areas

##### **Alternative**

- Writing assignments across content areas

## Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

### **ML**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance 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
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns