



Stafford Township School District

English Language Arts Curriculum Grade 1 Reading

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Unit 1: Launching	Duration: 40 Days (September/October)
Standards	
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic, electronic menus, icons) to locate key facts of information in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed words.</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

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

Interdisciplinary Connections

Social Studies Standards

6.1.2.CivicsCM.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).

Computer Science and Design Thinking Standards

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<p>9.2 Career Awareness This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p>	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Students can read and reread the whole time during reading workshop. ● Students can make a picture in their mind before reading, predict, and revise images as they read the story. ● Students can talk with their partners about books in ways that helps them both understand, comprehend and have fun. 	<ul style="list-style-type: none"> ● How can readers build stamina to read and reread for the entire time? ● How do readers make sure that they are understanding and picturing what they are reading? ● How can readers talk with their partners about books in ways that lets them share and think about them and enjoy the text?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will choose a story character that they feel strongly about to be a first-grade mascot. Students will create a poster for their character giving reasons why that character is a good candidate. Evaluate whether students can find evidence to support their opinion about the character.	<p>Formative</p> <ul style="list-style-type: none"> ● Teacher observations ● running records ● anecdotal notes <p>Summative</p> <ul style="list-style-type: none"> ● Beginning of the year DRA ● Read Works comprehension quizzes

	<ul style="list-style-type: none"> ● Readers Notebook checks <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Use pictures and story details to describe the characters, settings, and story events. ● Understand the components and routines of the readers' workshop model. ● Make thoughtful book choices. ● Think and talk about books with each other to enhance their learning community. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Gather as a community to learn how to read, share ideas, listen, and celebrate their progress as developing readers ● Recognize different parts of books ● Listen, share, and use the ideas that are discussed during workshop to grow as readers

- Stay focused on their reading throughout the reading workshop
- Have tools to figure out tricky words and demonstrate flexibility in their use of print strategies
- Use expression and read with fluency
- Help each other to build comprehension, fluency and monitoring

Instructional Strategies for Teachers:

- Help students to understand the question “who” – are the character(s) people, animals, etc.
- Define setting as where and when the story takes place
- Ask students to make predictions about story events before reading and at plot turns during reading
- During reading, guide students in asking and answering questions about key details in a text using question words
- Have students locate text evidence that helps them to answer questions about key details; ask students to point to the answer, underline it, highlight it, etc.
- Encourage questions and conversations among students about stories they have heard or read

Read Aloud

- Teacher modeling of turning and talking.

Direct Instruction (mini-lessons, guided reading)

- Shared story map with characters, setting, story events
- Focus on making text-self connections.

Foundations Units 1, 2, 3

- Determine places in their environment where they can do they best reading and thinking
- Use strategies and remember routine when participating in discussion about the books they listen to and read
- Use story elements to help them understand what they are reading
- Use personal experiences when reading in order to share what they know and develop questions
- Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text
- Visualize when they investigate, learn from, and practice their reading
- Use clues to help them determine the meaning of unfamiliar words
- Notice and learn from information presented in pictures or illustrations and information provided by words in the text.
- Choose books carefully so that they don't find themselves reading a book that is either too easy, or too hard for them to understand
- Explore a variety of genres as they expand their curiosity about the different books that they read.
- Record what they think about and learn from books they read
- Remember the facts from their nonfiction texts when they retell and share this information with a partner
- Improve and grow they need to practice so they can build their reading strengths.
- Vary their reading selections to incorporate different genres.

Instructional Plan	
Suggested Activities	Resources
Students create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.	Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists
Students illustrate good vs. bad partner sharing (turn and talk) strategies on a paper divided in two. Ex: one side showing students talking all at once (speech bubbles) vs. other side students raising their hands, etc.	Reading Response Journals, crayons, pencils
Students choose a favorite character from a mentor text to act out, portray likes and dislikes and dresses and looks like the character.	Mentor text, letter home, props
Students create a diorama reflecting the setting of a book using key details. The setting should establish a mood, a time, and a place. Students present the dioramas describing how the setting affects the story's action and resolution.	Letter home, art supplies, texts
Play Vocabulary Simon Says. Teacher provides movement words from poetry selections and students "act out" the words. Ex: reaching up, waltzing around, falling, jumping into leaves.	Poetry selections, movement words
Literature	
<i>Launching Reading</i> by Schoolwide Fundamentals, 2013 <i>Best Place to Read</i> by Debbie Bertram <i>Born to Read</i> by Judy Sierra <i>Ice Cream: The Full Scoop</i> by Gail Gibbons <i>Library Mouse: A World to Explore</i> by Kirk Daniel <i>Miss Smith's Incredible Storybook</i> by Michael Garland <i>Red Sings from Treetops: A Year in Colors</i> by Joyce Sidman	
Website Resources	

Catchy rap songs that can be used to engage students	www.flocabulary.com
Kid safe search engine	www.kidrex.com
360 Degree virtual tour of landmarks	www.google.com/streetview/
Videos, fun facts, and games of various animals and photography	www.Kids.Nationalgeographic.com
Short reading passages that help focus on comprehension	www.Readworks.org

Accommodations & Modifications

English Language Learners

- Allow students to complete in school
- Extra time
- Students work with partner
- Visual aids
- Anchor charts
- Pre-teach vocabulary
- Summarize as you go
- Graphic organizers
- Highlight key words
- Use sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Gifted and Talented

- Higher level books
- Create poster on computer as a slide show
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner

- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Economically Disadvantaged

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Multisensory Instruction (ex. Letter Sound Workout)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 2: Fiction	Duration: 50 Days (November- January)
Standards	
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Interdisciplinary Connections Visual and Performing Arts Standards

1.1.2.C.1 Identify basic elements of theater and describe their use in a variety of theatrical performances.

1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms (e.g., setting, costumes, plot, theme, etc.).

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

Social Studies Standards

6.1.2.CivicsCM.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).

Computer Science and Design Thinking Standards

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies and Key Skills

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Students will notice patterns, self-monitor, and self-correct as they read. ● Readers use pictures and words to learn important information about the characters. ● Readers reread books to notice important clues and how the story and characters may develop and change. 	<ul style="list-style-type: none"> ● How do readers develop fluency and make meaning while reading? ● How do readers get to know the characters in their books? ● How can rereading help readers notice more fiction elements?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students choose a story character that they feel strongly about to be a first-grade mascot. Students create a poster for their character giving reasons why that character is a good candidate. Evaluate whether students can find evidence to support their opinion about the character.	Formative Assessments (daily checks for understanding): <ul style="list-style-type: none"> ● Kahoot (digital response system) ● Ticket out/ticket in ● Self-evaluation rubric/traffic light ● Thumbs up and thumbs down ● Sharing circle ● Anecdotal/Teacher observation

	<ul style="list-style-type: none"> ● Interactive notebooks ● Fluency recordings ● Running record (in guided reading plan) <p>Summative</p> <ul style="list-style-type: none"> ● Readworks quizzes ● Mid-Year DRA <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills
<i>Students will know...</i>	<i>Students will be able to ...</i>

- Identify and understand who their characters are.
- Identify and understand where and when the setting is.
- Understand and describe major events in their stories, using key details.
- Think and talk about characters, setting, and major events
- Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts
- Retell to check for understanding and contribute to conversation.
- Use strategies to comprehend what they read.
- Monitor comprehension to make sure they understand what they read.

Foundations Units 4,5,6,7

- Find words and phrases in stories or poems that describe a character or narrator's feelings
- Compare and contrast characters' experiences in a story
- Compare and contrast characters' experiences and adventures from two different stories
- Read prose with support from my teacher
- Discuss, define, and distinguish between storybooks and informational books
- Reread and think closely about story elements from beginning to end
- Build a story in their mind
- Make predictions and understand characters and their problems
- Notice similarities and differences when reading different versions of a familiar story
- Use information from pictures and text to get to know characters
- Infer characters' feelings, motives, and attributes using prior knowledge and the text itself
- Use personal schema to connect with and understand realistic fiction stories
- Use schema of genre, text structure, and content to comprehend texts
- Engage with fictional texts as they visualize who, when, where and what
- Generate questions as they read
- Use strategies to monitor and maintain reading
- Pay attention to dialogue and other text signals to enhance meaning and engagement
- Infer characters' traits as they pay attention to characters' words and actions
- Recognize relevant and useful information
- Retell stories to help become more effective readers and communicator
- Use writing as a tool to communicate, remember, and deepen understanding

	<ul style="list-style-type: none"> • Reflect on writers' messages and literary themes
Instructional Plan	
Suggested Activities	Resources
Students create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.	Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists
Students create a Venn diagram using hula hoops and post-it's to explain major differences between fiction books, informational books and what is included in both. Students present information to the class once Venn diagrams are completed.	2 Hula Hoops, post-it notes, pencils
Play Kahoot to assess students' knowledge about various traditional tales (Little Red Riding Hood, Cinderella, Jack and the Beanstalk, etc.). Questions should include what the stories are about, characters, problems, solutions, etc.	Kahoot pre-made game, Chromebook/iPad, interactive projector
Teacher reads aloud a story without showing the illustrations. Students will use details in a story to create illustrations that describe its characters, setting or events. Students retell the story to a partner using their illustrations to help. Teacher re-reads story showing the illustrations to compare.	Reading Response Journal, crayons, pencils, mentor text
Students play Action Word Charade to clarify the meaning of words and phrases in a text. Break the class into teams. Display mentor texts and have students act out action-oriented words. Students have a chance to guess the correct word and explain what it means.	Mentor text, interactive projector, easel (for keeping score)
Students will perform Reader's Theater stories for their classmates. Students will dress like and create props to use to support the characters and setting of their story. Students will	Reader's Theater story, props, materials to make the setting and costumes

understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	
Literature	
<p><i>Fiction Unit</i> by Schoolwide Fundamentals, 2013 <i>The 3 Little Daisies</i> by Jan Brett <i>Blackout</i> by John Rocco <i>The Lion and the Mouse</i> by Jerry Pinkney <i>The Mightiest</i> by Keiko Kasza <i>Poppleton</i> by Cynthia Rylant <i>The Three Little Pigs</i> by James Marshall</p>	
Website Resources	
Online story books that can be shared using the interactive projector or used as a resource for centers.	www.tumblebooklibrary.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Short reading passages that help focus on comprehension	www.readworks.org
Accommodations & Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Allow students to complete in school ● Extra time ● Students work with partner ● Visual aids ● Anchor charts ● Pre-teach vocabulary ● Summarize as you go ● Graphic organizers ● Highlight key words ● Use sentence starters ● Prompting and cueing ● Activate schema ● Build background knowledge 	

<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Higher level books • Create poster on computer as a slide show • Provide multisyllabic words during Foundations lessons • Students design questions • Choice board to extend learning • Expand reading bookshelf 'variety of genre'
<p>Basic Skills</p> <ul style="list-style-type: none"> • Smaller paper • Shortened assignment • Teacher modeling • Pre-printed layout to be filled in • Work with partner • Shortened version of a story • Provide students with character lists and ideas • Teacher prompts
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> • Smaller paper • Shortened assignment • Teacher modeling • Pre-printed layout to be filled in • Work with partner • Shortened version of a story • Provide students with character lists and ideas • Teacher prompts
<p>Students with IEPs</p> <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications • Listen to audio recordings instead of reading text • Learn content from audio books, movies, videos and digital media instead of reading print versions • Work with fewer items per page or line and/or materials in a larger print size • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes • Have another student share class notes with him • Be given an outline of a lesson

- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting

- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Multisensory Instruction (ex. sight word spelling chants)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 3: Nonfiction	Duration: 55 days (February- April)
Standards	
<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;">Social Studies Standards</p> <p>6.1.2.CivicsCM.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).</p> <p style="text-align: center;">Computer Science and Design Thinking Standards</p>	

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Nonfiction readers think about background knowledge, make observations, and ask questions. ● Readers use various text features to extend their knowledge about the topic. ● Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding. 	<ul style="list-style-type: none"> ● What is happening in the text, how does that work, and what does that mean? ● How do the text features help readers understand the information? ● What are the strategies that readers can use to figure out words that they don't know?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Students depict a famous person. They will read to the class about their life in the form of a timeline. Students can add to their depiction by dressing as their famous person, bringing props to help with their presentation, or make a poster.

Other Assessments

Formative

- Teacher observations
- running records
- Anecdotal notes
- Sharing circle

Summative

- Read Works comprehension quizzes
- Readers Notebook checks
- Timeline presentation

Benchmark

- DRA2
- DIBELS

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Reading A-Z Guided Level Assessments
- Drawing a Picture to Show Comprehension with Verbal Explanation
- ReadWorks.org Reading Level Appropriate Comprehension Quiz
- Teacher Created/Modified Vocabulary Assessments

	<ul style="list-style-type: none"> • Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to use pictures and details in an informational text to help me explain the key ideas. • Think and learn new things when they read nonfiction. • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text • Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. • Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. <p>Fundations Units 8,9,10</p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Learn new information about interesting subjects and topics by reading and studying nonfiction texts • Use the text features of nonfiction as clues • Slow down and take time to notice the features, details, information, and new words in nonfiction texts • Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense • Use dates, timelines, and key ideas that are organized chronologically to help them learn about history and important people • Stop and use “fix-up” strategies when they come upon unfamiliar words or phrases, or when something does not make sense • Know that it is important to determine why a writer wrote his or her text • Uncover the messages behind the topics they read about by asking questions and paying attention to the evidence and examples writers include in their books • Use a Table of Contents to find out where information is located in the nonfiction text they read • Use captions and labels to help them identify the visual information that’s represented in illustrations and photos • Determine the meaning of unknown words by using fix-up strategies, background knowledge, and context clues to help them • Better understand the nonfiction text they read when they activate their prior knowledge and make connections

	<ul style="list-style-type: none"> ● Use “who, what, when, where, why, and how” questions to help them clarify and understand information ● Learn how the genre of literary nonfiction presents real information by using literary language and a story structure ● Recognize how sequential structures help them understand order and procedures in the nonfiction text they read ● Use timelines to help gain additional information about the topics they are reading and learning about ● Use additional resources found in the back of nonfiction books in order to learn more information about the topics they are reading about ● Synthesize information to help them demonstrate and better understand what they have learned
Instructional Plan	
Suggested Activities	Resources
Students create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.	Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists
Students explore various non-fiction virtual tours on Google Street View. Discuss and clarify, with a partner, facts (not opinions) learned from virtual tour.	Interactive projector, Chromebook, google street view links
Students interview members of the school (teachers, principal, secretary, assistants, security officer, custodian, parent volunteers) to gather additional information and create a timeline of their life.	Timeline handout, paper, clipboards, pencil
Students observe the life cycle of a butterfly using a butterfly garden. Students record what they see on an observation sheet. Student drawings and or other visual displays will clarify ideas, thoughts, and feelings.	Butterfly garden, observation sheet, crayons, pencils

<p>Students will know and use various text features (headings, tables of contents, glossaries etc.). Have a Non-Fiction Text Feature Scavenger Hunt. Break class into teams and the team that finds the most non-fiction text features wins the scavenger hunt. Students use post-it to mark all nonfiction text features.</p>	<p>Mentor texts that have all features of nonfiction, anchor chart, post-its.</p>
<p>Literature</p>	
<p><i>Nonfiction Unit</i> by Schoolwide Fundamentals, 2013 <i>Abraham Lincoln</i> by Brad Meltzer <i>Who was Dr. Seuss?</i> By Janet Mardel <i>Who was Jackie Robinson?</i> by Gail Herman</p>	
<p>Website Resources</p>	
<p>Online story books that can be shared using the interactive projector or used as a resource for centers.</p>	<p>www.tumblebooklibrary.com</p>
<p>Catchy rap songs that can be used to engage students</p>	<p>www.flocabulary.com</p>
<p>Short reading passages that help focus on comprehension</p>	<p>www.readworks.org</p>
<p>Accommodations & Modifications</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Allow students to complete in school ● Extra time ● Students work with partner ● Visual aids ● Anchor charts ● Pre-teach vocabulary ● Summarize as you go ● Graphic organizers ● Highlight key words ● Use sentence starters ● Prompting and cueing ● Activate schema ● Build background knowledge 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level books ● Create poster on computer as a slide show 	

- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Economically Disadvantaged

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him

- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
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- Use a spelling dictionary or electronic spell-checker
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- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Multisensory Instruction (ex. sight word spelling chants)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 4: Life Cycles of Animals

Duration: 35 days (May- June)

Standards

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

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

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

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

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

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

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

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

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

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 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.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Interdisciplinary Connections Next Generation Science Standards

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly like, their parents.

Social Studies Standards

6.1.2.CivicsCM.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).

Computer Science and Design Thinking Standards

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

<p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p>	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Nonfiction readers think about background knowledge, make observations, and ask questions. ● Readers use various text features to extend their knowledge about the topic. ● Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding. 	<ul style="list-style-type: none"> ● What is happening in the text, how does that work, and what does that mean? ● How do the text features help readers understand the information? ● What are the strategies that readers can use to figure out words that they don't know?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Based on a topic of their choice, students will create a project to showcase. Students will present their projects to the class describing their topic's life cycle. Posters, diorama, or skits.	<p>Formative</p> <ul style="list-style-type: none"> ● Teacher observations ● running records, ● anecdotal notes <p>Summative</p>

	<ul style="list-style-type: none"> ● Read Works comprehension quizzes ● End of year DRA ● Readers Notebook checks <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● DIBELS <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text. 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Learn new topics by reading books, asking questions and making careful observations

<ul style="list-style-type: none"> ● Ask and answer questions about words they do not know ● Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ● Identify the reasons an author gives to support points in a text. ● Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>Fundations Units 11,12,13,14</p>	<ul style="list-style-type: none"> ● Determine what is important in the text by taking notes ● Learn and know the meaning of specialized vocabulary ● Understand narrative nonfiction text ● Compare and contrast facts and information ● Observe, notice, and collect information about topics ● Observe how an author presents facts and recognize important word choice ● Use inquiry strategies to pose questions and make meaning ● Use sources of information to learn and locate information about their topics ● Concentrate on details and visuals to learn more information ● Rely on clues to help them understand sequential structure ● Use word maps and context clues to learn new words ● Ask questions about topics they studied ● Ask questions about key terms in the books they read ● Use transition and temporal words and phrases to identify text structures ● Research animal life cycle topics ● Research and prepare a picture dictionary that reflects knowledge of life cycles ● Reflect upon new facts and information in speaking and writing
Instructional Plan	
Suggested Activities	Resources
Students create vocabulary posters (during center time) in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart. Groups discuss meanings of vocabulary words which have been discussed.	Mentor texts, chart paper, art supplies, Schoolwide vocabulary lists
Students will add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings. Students	Poster paper, letter home, art supplies

will create a life cycle poster pertaining to their own lives and milestones.	
Students work in pairs to identify words and phrases in poems that appeal to the senses. Students will use creepy, crawly poems and factual information they learned from the nonfiction text.	Paper, "Creepy, Crawly Bugs" mentor text, pencils
Students will participate in collaborative conversations and activities with peers and adults in both large and small groups. (M.A.R.E. Rotation) Students travel from class to class learning about different marine animals and ocean life.	Vary depending on topics/activities
Students create a class mural of various animals with labels/captions.	Bulletin board paper, art supplies
Students will distinguish between information provided by illustrations and information provided by the words in a text. Students will create a mini report about an animal from the text explaining why the animal is amazing.	Art supplies, mentor texts
Literature	
<i>Life Cycles of Animals</i> Unit by Schoolwide Fundamentals, 2013	
<i>Frogs</i> by Gail Gibbons	
<i>Rain, Rain, Rain Forest</i> by	
<i>Aliens From Earth</i> by Brenda Guberson	
<i>The Salamander Room</i> by Anne Mazer	
Website Resources	
Short, engaging, animated videos	www.brainpopjr.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Short reading passages that help focus on comprehension	www.readworks.org
Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● Allow students to complete in school ● Extra time 	

- Students work with partner
- Visual aids
- Anchor charts
- Pre-teach vocabulary
- Summarize as you go
- Graphic organizers
- Highlight key words
- Use sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Gifted and Talented

- Higher level books
- Create poster on computer as a slide show
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

Basic Skills

- Smaller paper
- Shortened assignment
- Teacher modeling
- Pre-printed layout to be filled in
- Work with partner
- Shortened version of a story
- Provide students with character lists and ideas
- Teacher prompts

Economically Disadvantaged

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- Shortened assignment
- Teacher modeling
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Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
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- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson

- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
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Students at Risk of School Failure

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating