Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 1 English Language Arts Literacy Curriculum

Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

	Curriculum Scope and Sequence		
Content Area	ELA	**Course Title/Grade Level:**	1st Grade

Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
Topic/Unit #1	**Building Good Reading Habits: Launching Reading Workshop**	**Launching Writing Workshop with Independent Writing Projects**	(Sept- Nov) About 8 weeks
Topic/Unit #2	**Word Detectives**	**Bringing Small Moments to Life**	(Nov-Jan) About 6 weeks
Topic/Unit #3	**Learning About the World**	**All About Books**	(Jan-Feb) About 6 weeks
Topic/Unit #4	**Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension**	**Writing Reviews**	(Feb- April) About 6 weeks
Topic/Unit #5	**Meeting Characters and Learning Lessons**	**From Scenes to Stories**	(April- May) About 6 weeks
Topic/Unit #6	**Making Reading Come Alive: Readers' Theater and Poetry**	**Non-fiction Chapter Books**	(May- June) About 3 weeks

Topic/Unit 1 Title	Reading Unit 1 Building Good Reading Habits: Launching Reading Workshop	Approximate Pacing	8 weeks

STANDARDS
NJSLS (ELA/L)

RL.1.1 Ask and answer questions about key details in a text.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6 Identify who is telling the story at various points in a text.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills
- **A.** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

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

Interdisciplinary Connections:

6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
(*Students will discuss their reading identity and how they fit in the classroom reading community*).

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
(*Example: Students will work to create rules for Reading Workshop and build their classroom community.*)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
(*Example: Students will work to establish norms for reading partnerships.*)

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
(Example: Students will role play different scenarios of disrespectful behavior during Reading Workshop. They will work with partners to "change" the choices of the actors in order to show how responsible readers should act.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking
9.4.2.CT.3 Use a variety of types of thinking to solve problems. *(Example: Students will brainstorm possible problems that can happen during independent reading time. They will develop appropriate solutions for those problems and create an anchor chart to act as a problem-solving resource for Reading Workshop.)* **9.4.2.DC.3**: Explain how to be safe online and follow safe practices when using the internet. *(Example: Students will learn the importance of staying on secure sites that their teacher has given them permission to visit. Students will learn to report to the teacher any issues on these sites.)*	**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. *(Example: Students will be able to navigate websites and games, ie ABCMouse [https://www.abcmouse.com/abt/homepage], Raz Kids, and Headsprout to reinforce taught skills.)* **8.1.2.NI.3:** Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. **8.1.2.NI.4:** Explain why access to devices need to be secured. *(Example: Students will learn their password for Raz Kids. They will learn the purpose of a password is to keep information private and so that everyone is reading books that are just right for them.)*

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How do readers push themselves to read more?
- What do readers think while they read?
- How do readers make sense of the words on the page?
- How do readers share books?

Enduring Objectives/ Understandings:
- There are many ways readers push themselves to read with vigor and stamina.
- Readers envision as they read.
- Readers match the picture in their mind with the words on the page.
- Readers talk about and share ideas about books with partners.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● The rules and procedures for Reading Workshop ● Their role in their classroom reading community ● Ways to think about a book before reading, during reading, and after reading ● It is important to use phonics when word-solving ● Reasons to reread books ● Strategies for developing reading stamina ● Ways to work with a reading partner ● Sh, ch, th are digraphs and they make new sounds ● Reading must make sense ● a, e, i , o, u are vowels ● short vowel sounds ● Readers must make sure their reading looks right and matches the letters and sounds they see ● Readers must stop and think as they read ● Pictures enhance a story and can help you better understand what is happening ● Characters have feelings in a story ● Readers must remember what happens in a story they have read ● Different goals readers can set for themselves	*Students will be able to:* ● Follow the rules and procedures of Reading Workshop ● Participate in their classroom reading community ● Think before, during, and after reading to practice being an active, engaged reader ● Slide through a word using phonics to decode ● Reread books to build fluency and comprehension ● Use reading time wisely ● Work collaboratively to read books with reading partners ● Decode words with digraphs in texts ● Use meaning to fix up reading ● Decode words with vowels in texts ● Do a slow check to monitor reading ● Monitor for meaning while reading ● Readers can also study pictures to learn more ● Read with expression ● Think about character's perspectives in stories ● Retell simple stories ● Set goals and celebrate the reading work they are doing

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	● At this time all students are being assessed with the DRA 2 (Developmental Reading Assessment). This serves as the summative assessment for the unit showing the students' level of proficiency with accuracy, fluency, and comprehension in leveled texts. ● Phonics Decoding Assessment (see page 48)?

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:
- GRADE 1 UNIT 1 READING TEACHING POINTS AND TEACHER NOTES
- *Building Good Reading Habits Grade 1 Unit 1* (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book 2.0* by Jennifer Serravallo
- Online Resources from www.heinemann.com/myonlineresources
- Classroom Library, decodable texts, leveled texts and Book Room Texts
- Interactive Read Aloud Collection
- Units of Study unit readers/mentor texts
- Shared Reading Collection

- Mentor texts
  - *How to Read a Story* by Kate Messner
  - *Ollie the Stomper* by Olivier Dunrea
  - *Gossie and Gertie* by Olivier Dunrea
  - *Kazam's Birds* by Amy Erhlich
  - *Ish* by Peter Reynolds
  - *Rusty Plays at the Park* by Michele Dufresne
  - *A New Kind of Wild* by Zara Gonzalez Hoang
  - *The Rooster Who Would Not Be Quiet!* by Carmen Agra Deedy
  - *The Big Hair Cut* by Sarah Mann
  - a low level big book to use for decoding lessons (students must be able to see print)

Supplemental materials:
- **Raz Kids from Reading A-Z**
- **Jump Rope Readers Set A**

Modifications for Learners

See **appendix**

Topic/Unit 1 Title	Writing Unit 1 Launching Writing Workshop with Independent Writing Projects	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print all upper- and lowercase letters.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- B. Use end punctuation for sentences.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Interdisciplinary Connections:

6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
(*Students will discuss their writing identity and how they fit in the classroom writing community*).

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
(*Example: Students will work to create rules for Writing Workshop and build their classroom community.*)

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
(*Example: Students will work to establish norms for writing partnerships.*)

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
(*Example: Students will role play different scenarios of disrespectful behavior during Writing Workshop. They will work with partners to "change" the choices of the actors in order to show how responsible writers should act.*)

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
1.2.2.Cr1c: Explore form ideas for media art production with support.
1.2.2.Cr1d: Connect and apply ideas for media art production.
1.2.2.Cr1e: Choose ideas to create plans for media art production.
1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
(*Example: Students will plan and create their own unique writing projects in this unit. Students will learn the functions of each tool. Students will plan their designs and use what they learned about tools to select and use appropriate materials for creating their writing projects.*)

1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.
(Example: Students will learn the functions of each tool and use tools appropriately. Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. *(Example: Students will share their work with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)* **9.4.2.CI.2** Demonstrate originality and inventiveness in work. *(Example: Students will create their own unique writing projects with a variety of materials.)* **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools *(Example: Students will be able to record themselves reading their project using digital tools such as QR codes or SeeSaw.)* **9.4.2.CT.3** Use a variety of types of thinking to solve problems. *(Example: Students will brainstorm possible problems that can happen during independent reading time. They will develop appropriate solutions for those problems and create an anchor chart to act as a problem-solving resource for the Writing Workshop.)*	**8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. *(Example: Students will be able to share their writing projects with other members of the classroom on a digital platform such as Seesaw, Flipgrid, etc.)*

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- What is a writing workshop?
- How do writers use what they know to make writing clear?

Enduring Objectives/ Understandings:

- Writers write long and strong, with great volume and stamina.
- Writers use partnerships as a way to lift our writing and understand ways to better write for our readers.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● Rules and procedures for writing workshop ● Strategies for generating ideas for writing ● Ways to plan for writing ● Purpose of revision ● Strategies for spelling unknown words ● Stages of the writing process	**Students will be able to:** ● Follow rules and procedures for writing workshop ● Generate ideas for writing ● Plan stories before writing ● Revise writing on an on-going basis ● Use strategies to attempt to spell unknown words ● Take a piece through the writing process

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	● All writers will be assessed using the 1st grade On-Demand Benchmark Assessment at this time. It will serve as our summative assessment for this unit. ● Published student writing
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Anecdotal notes from conferences and small group instruction.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	You may choose to select another piece for a student's writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	1st Grade On-Demand Benchmark Assessment ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing.

	● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.

RESOURCES

Core instructional materials:
- [GRADE 1 UNIT 1 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- *Small Moments Writing with Focus, Detail, and Dialogue* by Lucy Calkins, Abby Oxenhorn Smith & Rachel Rothman
  - Important information on writing partnerships can be found on pages 47-48 in *Small Moments*.
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor Texts](#)
  - *Ralph Tells a Story* by Abby Hanlon
  - *The Idea Jar* by Adam Lehrhaupt

Supplemental materials:
- *Interactive Writing Across Grades: A Small Practice With Big Results, PreK-5* by Kate Roth and Joan Dabrowski
- *The Writing Strategies Book* by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Reading Unit 2 Word Detectives	Approximate Pacing	6 weeks

STANDARDS

NJSLS (ELA/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).

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.

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.

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- A. Follow agreed-upon rules 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.1.6 Produce complete sentences when appropriate to task and situation.

Interdisciplinary Connections:

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
(Example: Students will role play appropriate partner interactions that show support and acceptance vs. bullying. Students will discuss how to react if a partner doesn't know a word or says a word that is wrong. This is crucial teaching so that all students in your class are willing to take risks and feel supported.)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
(Example: Students will participate in reading partnerships in which they will help each other figure out unknown words, discuss what they read, share opinions, ask questions, and invent new ways to enjoy their books.)

Career Readiness, Life Literacies, and Key Skills:	**Computer Science and Design Thinking:**

| 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. *(Example: Students will make plans for their reading partnerships and work together to execute those plans.)*

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. *(Example: Students will share their books and ideas with one another. Through demonstrating and modeling students will practice having respectful responses to the work, new ideas, and perspectives of others.)* | 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. *(Example: Students will be able to navigate websites and games, ie Epic books to gain access to digital reading materials.)*

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. *(Example: Students will work together in reading partnerships to solve problems that come up in their reading. They will encourage each other to be flexible with strategies and persevere to solve problems.)* |

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How can I be strong when I get to the hard parts in books so that I don't give up?
- How can I use all the strategies that I know in ways that let me understand and figure out words in the books that I read?

Enduring Objectives/ Understandings:
- Good readers use many tools to figure out tricky parts in their books.
- Good readers may need to try more than one strategy to solve a tricky word.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: - Strategies for using visual information to decode - Strategies for using meaning to monitor reading - Strategies for using structure to monitor and self correct reading - Strategies for working collaboratively - First grade sight words - Consonant digraphs - Consonant blends	*Students will be able to:* - Monitor reading - Use phonics to read new words - Notice and understand new vocab - Use a combination of phonics and meaning to understand - Read known words with automaticity - Use sight word knowledge to anchor reading - Build sight word bank - Decode words with CVC-e pattern

● Short and long sounds associated with each vowel (may refer to alphabet chart) ● Some common vowel teams (may refer to alphabet chart) ● Qualities for good partnerships ● Strategies for retelling simple stories ● Multisyllabic words ● Compound words ● CVC-e patterns ● Vowel teams- *ee, ea*	● Solve by analogy ● Look out for vowel teams ● Be flexible with vowels ● Make predictions ● Break apart: multisyllabic words and compound words ● Identify inflected endings and use them to break apart words ● Work collaboratively with partners to fix up reading ● Zoom out to retell ● Retell key events in sequence ● Reread to build fluency

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	● Students will be asked to verbalize how they figured out a tricky word in their text during an authentic reading conference or guided reading group. Teachers will take notes on strategies used and ability to figure out words in a text. ● Running Record (MSV analysis)
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:
- GRADE ONE UNIT 2 READING TEACHING POINTS AND TEACHER NOTES
- *Word Detectives Grade 1 Unit 2* **from the Units of Study in Reading**
- *The Reading Strategies Book 2.0* by Jennifer Serravallo
- Online Digital Resources at www.heinemann.com
- Classroom Library, decodable texts, leveled texts and Book Room Texts
- Interactive Read Aloud Collection
- Shared Reading Collection
- Units of Study unit readers/mentor texts
- Mentor Texts
  - *Country Mouse and Town Mouse* by Ruth Mattison
  - *Lost Socks* by Dawn McMillan
  - *Nate the Great* by Marjorie Weinman Sharmat (Interactive Read Aloud example)
  - *The Birthday Boy* by Debbie Croft (Shared Reading example)
  - *Tiny and the Big Wave* by Annette Smith
  - *This is Liann* by Jepilyn Matthis

Supplemental materials:
- **Raz Kids from Reading A-Z**
- **Jump Rope Readers Set A**

Modifications for Learners

See appendix

| Topic/Unit 2 Title | Writing Unit 2

Bringing Small Moments to Life | Approximate Pacing | 6 weeks |
|---|---|---|---|
| **STANDARDS** | | | |
| **NJSLS (ELA/L)** | | | |
| **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).
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | | |

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

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

SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Interdisciplinary Connections:

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
(Example: Students will create stories using pictures and words.)

1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
(Example: Students will discuss their work with their writing partners. Writing partners will give compliments and offer ideas for improvement in each other's stories.)

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
(Example: Revisit Writing Workshop rules and procedures and discuss how they are working/ not working for all members of the writing community. Use this opportunity to revise, strengthen, or change any rules and procedures that may not be working for the group.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:

9.4.2.TL.5: Describe the difference between real and virtual experiences. *(Example: Discuss the genre of personal narrative writing as being true stories. Each of the stories written about should be a true, real experience the students had vs. a made up or virtual experience.)* **9.4.2.TL.2**: Create a document using a word processing application. *(Example:Students can type one of their stories using Google Docs in order to practice using a word processing application. They will use the online tools to help revise and edit their piece.)* **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools *(Example: Students will create a digital version of one of their stories using an online digital storytelling tool such as Buncee (https://www.edu.buncee.com/features) or Storyboard That (https://www.storyboardthat.com). They can choose to use the application for pre-writing or publishing.)*	**8.2.2.ITH.3**: Identify how technology impacts or improves life. *(Example: Students will use a mix of paper and pencil and technology applications to produce writing. Students can discuss the benefits of using technology to create or share their writing.)*

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- What is a small moment?
- How do writers use what they know to make their stories detailed for the reader?
- How do writers make their stories easy to read?

Enduring Objectives/ Understandings:
- A small moment is a story about a small event in one's life, written with detail and elaboration.
- Writers can incorporate all they know (word study features and high frequency word) to make writing more understandable to others.
- Writers edit their stories for capital letters and punctuation.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:	Students will be able to:
● Strategies for generating ideas for narratives/stories ● Ways to plan before writing narratives/ stories ● Strategies for spelling unknown words ● A small moment story is one that occurs in one time/ one place ● Elaboration strategies for small moment writing ● How to read a book with a writer's eye ● Noun, Verb, Pronoun definitions ● Sentences need a Noun/ Pronoun and a Verb ● Names are proper nouns and should be capitalized ● Stages of the writing process ● Strategies for revising writing ● Editing helps make your story easier to read ● Purpose of capital letters and ending marks	● Generate ideas for multiple narratives/ stories ● Plan stories before writing ● Revise writing on an on-going basis ● Use strategies to attempt to spell unknown words ● Create small moment stories by focusing big story ideas ● Revise story to become a small moment story ● Apply elaboration strategies to bring stories to life ● Apply craft moves learned from a mentor author into their own writing ● Begin to write complete sentences. ● Begin to use pronouns appropriately ● Review CAP and spelling strategies to make stories easier to read. ● Use capital letters (first letter of a sentence; I, names) and ending marks appropriately when writing ● Take a piece of writing through the writing process

ASSESSMENT OF LEARNING	

Summative Assessment
(Assessment at the end of the learning period)
	Post- Assessment Writing Task
	● Give students 3 **or 5** page booklets and 60 minutes to work (you can split this between 2 writing periods)
	● Use the following prompt: "*I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You'll have only **60 minutes** to write this true story, so you'll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:*
	    ○ *make a beginning for your story*
	    ○ *show what happened, in order*
	    ○ *use details to help readers picture your story*
	    ○ *make an ending for your story*"
	● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.
	● Post assessments should be scored using the **Revised Narrative Rubric for Pre K-3**

	Published student writing
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Pre Assessment Writing Task** ● Give students 3 page booklets and approximately 45 minutes ● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it. ● Score using **Revised Narrative Rubric for Pre K-3** ● Prompt: *"I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You'll have only **45 minutes** to write this true story, so you'll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:* ○ *make a beginning for your story* ○ *show what happened, in order* ○ *use details to help readers picture your story* ○ *make an ending for your story"* **Anecdotal notes** from conferences and small group instruction.
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**1st Grade On-Demand Benchmark Assessment** ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing. ● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.

RESOURCES		

Core instructional materials:
- [GRADE 1 UNIT 2 WRITING TEACHING POINTS AND TEACHER MATERIALS](#)
- *Small Moments Writing with Focus, Detail, and Dialogue* by Lucy Calkins, Abby Oxenhorn Smith & Rachel Rothman (from the Units of Study for Teaching Writing)
- *If-Then Curriculum Assessment-Based Instruction Grade 1* by Lucy Calkins & Colleagues from the Teachers' College Reading & Writing Project (from the Units of Study for Teaching Reading)
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor Texts](#)
  - *Creak! Said the Bed* by Phyllis Root
  - *Night of the Veggie Monster* by George McClements
  - *Roller Coaster* by Marla Frazee
  - *Jabari Jumps* by Gaia Cornwall

Supplemental materials:
- *The Writing Strategies Book* by Jennifer Serravallo

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Reading Unit 3 Learning About the World	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types**.**
RI.1.1 Ask and answer questions about key details in a text.
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by words in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.
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.

Interdisciplinary Connections:

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
(*Example: Students will apply their research skills to learn more about an animal of their choice. One of the questions they will seek to answer is 'How do young animals survive?'*)

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
(*Example:* Students will be exposed to a variety of global issues through read alouds and/or educational videos to become more informed about societal/environmental issues.)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
(*Example:* Students will discuss societal/environmental issues shared through read alouds and share ideas for change through discussion.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. **9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change. (*Example: Students will discuss societal/environmental issues shared through read alouds and share ideas for change through discussion.*) **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource. (*Example:* Use search engine to locate books about a given topic in resources such as Epic and Bookflix.) **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information. (Example: Students enter math information into graphs and charts.) **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content. (*Example: Students will participate in online field trips through Discovery Education or Skype sessions with experts in the field (when applicable) to learn more about their animals.*)	**8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide. (*Example:* With teacher guidance, students will explore web sites from around the world that share information about endangered animals and what is being done to help them in their native habitats.) **8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device. **8.1.2.DA.3:** Identify and describe patterns in data visualizations. **8.1.2.DA.4:** Make predictions based on data using charts or graphs. (*Example: With teacher support, students will take notes on their device to learn more about their animal. Particular attention will be made to environmental data. Students will look over that data and make predictions. They will use that data to help develop an action plan to help their animal.*)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- Why do people read nonfiction texts?
- How do I use everything I know about reading to read books that teach me information and ideas about different topics?

Enduring Objectives/ Understandings:
- Nonfiction readers read to become smarter about our world.
- Nonfiction readers think about what they read.

- Nonfiction readers have ways to deal with tricky words as they read.
- Readers can read more than one book about a topic to learn more.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● Strategies for previewing nonfiction texts ● The purpose of reading nonfiction ● Strategies for learning new information from nonfiction texts ● Question words (who, what, where, when, why, how) ● Strategies for decoding longer words ● Strategies for figuring out the meaning of content-specific words ● Strategies for retelling nonfiction texts ● Strategies for previewing text sets ● Strategies for discussing learning with partners ● Text features can help teach key words ● ai, ay, oa vowel teams and the long vowel sounds they represent ● y is a vowel at the end of words and can make different sounds ● Strategies for thinking deeply about facts ● Strategies for reading informational texts with fluency	*Students will be able to:* ● Preview nonfiction texts ● Read to learn ● State new facts that they learn from the words, pictures, and text features ● Ask questions to guide learning ● Decode unfamiliar words ● Monitor for understanding of content-specific words ● Retell nonfiction texts ● Preview text sets ● Read across a text set to study a topic ● Discuss learning with partners ● Understand key words and use them when discussing topic ● Read words with vowel teams (ay, ai, oa) ● Read words with y at the end ● Think deeply about new learning by reacting, questioning, making connections, and making predictions ● Read texts with fluency

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Interactive Read Aloud (Stop & Jot/ Stop & Sketch Task)**
	● Use an informational article or picture book of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills:
	   ○ Making Predictions (After reading the blurb or the Table of Contents: *Ask students what is a question that you have that you think might be answered in this text?*)
	   ○ Identifying new learning ("*What is a new fact that you learned from the book?*")
	   ○ Reacting to new learning ("*What do you think when you read that new fact?*")
	   ○ Figuring out new vocabulary "*(On page __, the author says _____(reread the entire*

	sentence). What does the word ___ mean?")
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.
RESOURCES	

Core instructional materials:
- GRADE 1 UNIT 3 READING TEACHING POINTS AND TEACHER MATERIALS
- *Learning About the World Grade 1 Unit 3* (from the Units of Study in Reading)
- *The Reading Strategies Book 2.0* by Jennifer Serravallo
- Online Digital Resources at www.heinemann.com
- Classroom Library, decodable texts, leveled texts and Book Room Texts
- Interactive Read Aloud Collection

- Shared Reading Collection
- Units of Study unit readers/mentor texts
- Mentor Texts
  - *Sharks!* by Anne Schreiber
  - *Hang On, Monkey* by Susan B. Newman
  - *Owls* by Mary R. Dunn
  - *Super Storms* by Seymour Simon
  - *Bees* by Laura Marsh
  - *Golden Dames and Silver Lanterns: A Muslim Book of Colors* by Hena Khan
  - *In My Mosque* by M. O. Yuksel
  - *The Thing About Bees: A Love Letter* by Shabazz Larkin

Supplemental materials:
- **Raz Kids from Reading A-Z**
- **ADD Jump Rope Reader info when Set B arrives**

Modifications for Learners

See appendix

| Topic/Unit 3 Title | Writing Unit 3

All About Books | Approximate Pacing | 6 weeks |
|---|---|---|---|

STANDARDS
NJSLS (ELA/L)

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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.
L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   ● C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   ● B. Use end punctuation for sentences.
   ● C. Use commas in dates and to separate single words in a series.
   ● D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   ● E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Interdisciplinary Connections:

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
(*Example: Students will apply their research skills to learn more about an animal of their choice. One of the questions they will seek to answer is 'How do young animals survive?'. Students will use this new knowledge to write an informational text in the form of an "All About ____ Book"*).

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

(*Example:* Students will be exposed to a variety of global issues through read alouds and/or educational videos to become more informed about societal/environmental issues.)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

(*Example:* Students will discuss societal/environmental issues shared through read alouds and share ideas for change through discussion.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. **9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change. (Example: Students can write suggestions for protecting endangered animals in their animal research writing.)	**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats. (*Example:* After researching an endangered animal, students will collect data and present it in either a digital or paper/pencil format.) **8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. (*Example:* After researching an endangered animal, students can share changes that can be made to help protect the animal they studied.)
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	

Essential Questions:
● How do writers write to teach what they know?

Enduring Objectives/ Understandings:
● Writers write facts about a topic they know a lot about.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● Strategies for generating ideas, planning, and drafting All-About Books ● Previously taught spelling strategies from Units 1 and 2; along with previously taught word study concepts ● Strategies for elaboration in informational texts ● Strategies for introducing and closing an All-About book ● Singular and plural nouns ● The suffix "-s" can be added to verbs ● Commas are a punctuation mark that can be used in dates ● Commas are a punctuation mark that can be used to separate items in a list ● The steps of the writing process	*Students will be able to:* ● Generate ideas, plan, and begin to write All-About Books ● Write books that really teach ● Be brave to spell fancy words ● Add an introduction and a conclusion ● Begin to show subject/verb agreement in sentences ● Begin to use commas in writing when applicable ● Revise, edit, and publish an All-About

ASSESSMENT OF LEARNING	

Summative Assessment
(Assessment at the end of the learning period)
	Post assessment:
	● Say to students: "*Think of a topic that you've studied or you know a lot about. You will have **60 minutes** to write an informational (All-About) text that teaches others interesting and important information about that topic. You will need to plan, draft, revise, and edit all in one period. Write in a way that shows all you know about information writing. Be sure to:*
	    ○ *introduce your topic*
	    ○ *include lots of information*
	    ○ *organize your writing*
	    ○ *use transition words*
	    ○ *write an ending*"
	● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.
	● Assessments should be scored using the **Revised Pre K- 3 Information Writing Rubric**
	
	Published student writing

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Pre assessment writing task**
	● Say to students: "*Think of a topic that you've studied or you know a lot about. You will have 45 minutes to write an informational (All-About) text that teaches others interesting and important information about that topic. You will need to plan, draft, revise, and edit all in one period. Write in a way that shows all you know about information writing. Be sure to:*
	    ○ *introduce your topic*
	    ○ *include lots of information*
	    ○ *organize your writing*
	    ○ *use transition words*
	    ○ *write an ending*"
	● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.
	● Assessments should be scored using the **Revised Pre K- 3 Information Writing Rubric**
	
	Anecdotal notes from writing conferences and small group instruction

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**1st Grade On-Demand Benchmark Assessment** ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing. ● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.
RESOURCES	

RESOURCES

Core instructional materials:
● GRADE 1 UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES
● *Nonfiction Chapter Books* by Lucy Calkins, Kristi Mraz & Barbara Golub (from the Units of Study in Opinion, Information, and Narrative Writing) ***We will only reference Bend #1 in this unit. The other bends will support our work in Unit 6.**
● Online Resources from www.heinemann.com/myonlineresources

- [Mentor Texts](#)
  - ***Animal Families*** by DK Publishing
  - ***My Football Book*** by Gail Gibbons
  - ***My Soccer Book*** by Gail Gibbons
  - ***Sharks!*** by Anne Schreiber
  - ***Trucks*** by Wil Mara
  - ***Bugs, Bugs, Bugs*** by Jennifer Dussling
  -
  - **Pebble Go**: "Find and Sharing Information" https://www.pebblego.com/modules/2/categories/2983/articles/2192 (Shared Reading) can be used in Bend One as a kick off to the concept of gathering information/facts from books then sharing it in writing

Supplemental materials:
- ***The Writing Strategies Book*** by Jennifer Serravallo

Modifications for Learners
See **appendix**

Topic/Unit 4 Title	Reading Unit 4 Readers Have Big Jobs to Do	Approximate Pacing	6 weeks

STANDARDS
NJSLS (ELA/L)

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.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RF.1.4 Read with sufficient accuracy and comprehension to support understanding.
- 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.

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.
- 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.

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.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. 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 an understanding of figurative language, word relationships, and nuances in word meanings.
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Interdisciplinary Connections:

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
(*Example: Students will be able to graph their fluency rates during repeated reading exercises. They will be able to compare their rates and discuss their progress over time.*)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
(*Example:* Students will be able to identify characteristics of smooth reading by listening to read alouds and naming what the reader did to make their voice expressive and fluent. Students will then identify ways they can improve their own oral reading fluency and share.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. (*Example: Students will be able to record themselves reading fluently and share it with Kindergarten classes for use in their listening center. Students will review appropriate ways for using the recording devices.*)	**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. (*Example: Students will be able to record themselves reading fluently and share it with Kindergarten classes for use in their listening center.*) **8.2.2.ITH.3:** Identify how technology impacts or improves life. (*Example: Students will be able to use technology to record themselves reading in order to self-reflect, set goals, and measure progress for reading fluency.*)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How do I read with more fluency and understanding?

Enduring Objectives/ Understandings:
- Good readers are consistently monitoring their understanding of what they read and have strategies to fix themselves when meaning breaks down.
- Good readers have strategies for retelling what they have read.
- Good readers have strategies to help them read with fluency.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:	*Students will be able to:*
- Types of clunks readers encounter (word, story, vocabulary) - Strategies for fixing up reading - Strategies for working collaboratively with reading partners - How to question - Strategies for making a movie in your mind - Strategies for activating schema - Strategies for determining importance - Vowel teams are 2 vowels that work together to make one sound - Some vowel teams make more than one sound - Longer words can be broken into parts -le at the end of a word makes the /l/ sound - Strategies for reading with proper rate and phrasing - Rules for reading punctuation	- Self-monitor and persevere through tricky parts - Call on reading partners for help - Ask questions to deepen understanding - Envision to deepen understanding - Make connections to deepen understanding - Determine the most important parts in a story - Decode words with tricky vowel teams - Be flexible with vowel sounds - Break words apart into their biggest parts when decoding - Decode words with -le - Read with proper rate and phrasing - Attend to punctuation - Create an audio recording of a book or part of a book

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**B/M/E graphic organizer for a text read aloud** - Students can use a combination of sketching and drawing to retell a story. - Ask for clarification or additional information when necessary **Fluency Rubric used to assess students' rate, phrasing, and expression**
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) - Running Records - Fluency Records - Retelling Rubrics
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to	Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)

demonstrate their knowledge, understanding and proficiency)	- Running Records - Fluency Records - Retelling Rubrics - The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:

- [GRADE 1 UNIT 4 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Readers Have Big Jobs to Do Grade 1 Unit 4* (from the Units of Study in Reading)
- *The Reading Strategies Book 2.0* by Jennifer Serravallo
- Online Digital Resources at www.heinemann.com
- Classroom Library, decodable texts, leveled texts and Book Room Texts
- [Interactive Read Aloud Collection](#)
- [Shared Reading Collection](#)
- [Units of Study unit readers/mentor texts](#)
- [Mentor Texts](#)
  - *The Dinosaur Chase* by Hugh Price
  - *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
  - *Tumbleweed Stew* by Susan Stevens Crummel
  - *Frog and Toad Are Friends* by Arnold Lobel
  - *Iris and Walter and the Field Trip* by Elissa Haden Guest
  - *The Ghost-Eye Tree* by Bill Martin Jr.
  - *Off We Go!* by Jane Yolen
  - **The Big Book of the Blue** by Yuval Zommer
  - **The Ocean Calls: A Haenyeo Mermaid Story** by Tina Cho
  - **Soojin Draws a Story** by Elizabeth Franco

Supplemental materials: ● [Raz Kids from Reading A-Z](#) ● **Add Jump Rope Reader information here when Set B arrives**			
Modifications for Learners			
See [appendix](#)			

Topic/Unit 4 Title	Writing Unit 4 Writing Reviews	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and supply some sense of closure.			

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g. *and, but, or, so, because*).
- H. Use determiners (e.g. articles, demonstratives).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

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:

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
(*Example: Students will discuss the rights people have in America. Everyone has the right to their own opinion and to be able to share that opinion through freedom of speech.*)

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
(*Example: Students will role play appropriate ways to agree and disagree with someone else's opinion. When sharing opinion writing pieces we want students to understand the perspectives' of others.*)

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

(Example: Students will learn that people can change opinions based on new information they learn. During a "4 Corners" or "Cross the Line" type game, give students the opportunity to share the reasoning behind their opinion and move to show a change of opinion when it occurs.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. **9.4.2.DC.2** Explain the importance of respecting the digital content of others. **9.4.2.DC.6**: Identify respectful and responsible ways to communicate in digital environments. **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information. *(Example: With teacher support, students will collect opinions on a question of their choice. They will enter the data in a spreadsheet and sort the information to answer questions about their question.)* **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools *(Example: Students will publish at least one piece using a digital tool such as Google Slides, SeeSaw, Screencastify, etc)*	**8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide. *(Example: Students will publish at least one piece using a digital tool such as Google Slides, SeeSaw, FlipGrid, Screencastify, etc. They will use this experience as a way to share opinions with others worldwide.)*

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How can I begin to make judgments and give opinions to review things, including books?

Enduring Objectives/ Understandings:
- Good writers often share their opinions and ideas about something they've seen, done, or experienced.
- Good writers try to convince others to share their ideas and beliefs by supporting their opinions.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● Strategies for forming opinions ● Opinions are made stronger by using conjunctions such as because ● Adjectives are words that describe nouns ● Strategies for goal-setting ● Elaboration techniques such as use of counterarguments and expert testimonials ● Strategies for editing ● How to get ideas from a mentor text ● Strategies for developing leads and conclusions	*Students will be able to:* ● Make judgements and have opinions ● Use *because* to make opinion stronger ● Use adjectives to describe items in a collection ● Set goals for writing ● Create counterarguments ● Use expert testimonials ● Edit writing ● Learn from mentor review writers ● Make arguments stronger ● Craft catchy leads and conclusions ● Give feedback to writing partners ● Use what you know about review writing to write book reviews ● Revise and edit book reviews
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	**Post Assessment Writing Task:** ● Give students **60 minutes** (can be split into 2 periods) ● Prompt: "*Think of a topic that you know and care about, an issue about which you have strong feelings. Today, you will write an opinion, or argument, text in which you will write your opinion and tell reasons why you feel that way. When you do this, draw on everything you know about writing reviews.*" ● If students' writing is not yet conventional, please ask students to read their writing and record verbatim what they say on a post it. ● Score using Revised Pre K- 3 Writing Rubric **Published Student Writing**
Formative Assessments (Ongoing assessments during	**Pre- assessment Writing Task:** ● Allow up to **45 minutes**

the learning period to inform instruction)	- Prompt: "*Think of a topic that you know and care about, an issue about which you have strong feelings. Today, you will write an opinion, or argument, text in which you will write your opinion and tell reasons why you feel that way. When you do this, draw on everything you know about writing reviews.*" - If students' writing is not yet conventional, please ask students to read their writing and record verbatim what they say on a post it. - Score using Revised Pre K- 3 Writing Rubric **Anecdotal Notes from Writing Conferences and Small Group Instruction**
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**1st Grade On-Demand Benchmark Assessment** - Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. - Prompts and more information can be found at www.heinemann.com/myonlineresources - Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing. - If students' writing is not yet conventional, please ask students to read their writing and record verbatim what they say on a post it.
RESOURCES	

Core instructional materials:
- GRADE 1 UNIT 4 WRITING TEACHING POINTS AND TEACHER NOTES
- *Writing Reviews* by Lucy Calkins, Elizabeth Dunford & Celena Dangler Larkey (from the Units of Study in Opinion, Information, and Narrative Writing)
- Online Resources from www.heinemann.com/myonlineresources
- Mentor Texts
  - *Earrings* by Judith Viorst
  - *A Pet for Petunia* by Paul Schmid
  - the *Pigeon* books by Mo Willems
  - *I am Invited to a Party* by Mo Willems (or another favorite read-aloud to use for review)

○ **Pebble Go**: "Aruguments and Opinions" https://www.pebblego.com/modules/2/categories/2983/articles/2191 (Shared Reading); can be used in Bend One to kick off concept of an opinion			

Supplemental materials:
- *The Writing Strategies Book* by Jennifer Serravallo

Modifications for Learners
See a[appendix](#)

Topic/Unit 5 Title	Reading Unit 5 Meeting Characters and Learning Lessons	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (Content)			

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.
RL.1.6. Identify who is telling the story at various points in a text.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Interdisciplinary Connections:

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).
(*Example: Students will discuss the actions of characters in books. They will look for positive character traits and discuss which traits that characters possess could be most helpful in real life problem solving.*)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
(*Example:*Students discuss what they believe to be the central message of a story and give reasons for their opinion. Other's listen to either agree or disagree and offer their own insights.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (*Example: Students will work together in Character Clubs to create a digital artifact to share their thinking.*) **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives. (*Example: Students will respect the opinions of others when sharing their ideas for character traits and central message.*) **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (Example: Students use chromebooks and iPads to scan QR codes, search for information, and record themselves reading.)

| (*Example: Compare and contrast the traditions, beliefs, and ideas of different characters and yourself.*) | |

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How can I use the pictures and the words in my books to learn important information about my character?
- How can I be on the lookout for ways the character changes? Can I sometimes notice that when they change, it might be because they have learned a lesson?

Enduring Objectives/ Understandings:
- Good readers get to know the characters in their books.
- Good readers look for clues that tell them how the character is feeling at different points in the story.
- Good readers notice when the characters learn a lesson

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: - How to make predictions - Retelling strategies - Purposes for rereading texts - Strategies for getting to know characters in books - Strategies for understanding character's feelings in different parts of a text - Dialogue shows a character's words - 2 sounds of *c* (hard= /k/ and soft= /s/) - 2 sounds of *g* (hard= /g/ and soft= /j/) - Characters learn lessons in books - Strategies for interpreting the big idea, or lesson, of a story - Strategies for comparing and contrasting books - Syllabication rules - Sight words	*Students will be able to:* - Make predictions about how characters in a story will act - Retell stories - Reread texts for different purposes - Notice characters' actions, words, likes/dislikes - Grow new ideas about a character - Understand a character's feelings - Identify the speaker of dialogue - Be flexible with tricky consonants - Interpret the big idea in a story based on what a character learns - Compare and contrast books - Compare and contrast characters across books - Break apart multisyllabic words - Build sight word vocabulary

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Interactive Read Aloud (Stop & Jot/ Stop & Sketch Task)**
	● Use a fiction picture book of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills:
	   ○ Describing a character ("*Think about a character we have met so far. What is something you have learned about him/her?*")
	   ○ Identifying character feelings ("*How did _____ feel here? Why do you think he/she felt that way?*")
	   ○ Identifying big idea of a text ("*What do you think the author is trying to teach us here?*")
	   ○ Determining importance ("*What is the most important thing/ event that happened in this story?*)

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Interactive Read Aloud (Stop & Jot/ Stop & Sketch Task) Pre Assessment**
	● Use a fiction picture book of your choice as a Read Aloud. Plan 4 stop and jot points to assess the following skills:
	   ○ Describing a character ("*Think about a character we have met so far. What is something you have learned about him/her?*")
	   ○ Identifying character feelings ("*How did _____ feel here? Why do you think he/she felt that way?*")
	   ○ Identifying big idea of a text ("*What do you think the author is trying to teach us here?*")
	   ○ Determining importance ("*What is the most important thing/ event that happened in this story?*)
	
	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)
	● Running Records
	● Fluency Records
	● Retelling Rubrics

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records

	- Fluency Records - Retelling Rubrics - The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:
- GRADE 1 UNIT 5 TEACHING POINTS AND TEACHER NOTES
- *Meeting Characters and Learning Lessons Grade 1 Unit 5* (from the Units of Study in Reading)
- *The Reading Strategies Book 2.0* by Jennifer Serravallo
- Online Digital Resources at www.heinemann.com
- Classroom Library, decodable texts, leveled texts and Book Room Texts
- Interactive Read Aloud Collection
- Shared Reading Collection
- Units of Study unit readers/mentor texts
- Mentor Texts
  - *Mr. Putter and Tabby Drop the Ball* by Cynthia Rylant (or another text that highlights a strong character)
  - *Poppleton* by Cynthia Rylant
  - *Pancakes for Breakfast* by Tomie dePaola
  - *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee
  - *George and Martha One More Time* by James Marshall
  - **Bradford Street Buddies: Backyard Camp-Out** by Jerdine Nolen
  - **Swashby and the Sea** by Beth Ferry
  - **Soojin Stands Out** by Elizabeth Franco
  - Any *Elephant and Piggy* book by Mo Willems (i.e. *Are You Ready to Play Outside?*)
  - Choose a class character to model with (choose level that is on or about the average level of your class)

Supplemental materials:
[Raz Kids from Reading A-Z](#)   **Add information about Jump Rope Readers Set B when they arrive**
Modifications for Learners
See [appendix](#)

Topic/Unit 5 Title	Writing Unit 5 From Scenes to Stories	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- B. Use common, proper, and possessive nouns.
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.

Interdisciplinary Connections:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

(Example: In planning realistic fiction stories, students create ways to solve problems and choose the best ones for their stories.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.CI.2 Demonstrate originality and inventiveness in work. *(Example: Students will create fictional characters and realistic problem scenarios for those characters to face. Students will develop possible solutions to those problems and use those elements as a storyboard for their Realistic Fiction pieces.)* **9.4.2.CT.2** Identify possible approaches and resources to execute a plan. **9.4.2.CT.3** Use a variety of types of thinking to solve problems. *(Example: Students will create characters who persevere and try multiple attempts to solve their problems as a way to build suspense in their stories.)*	**8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. **8.2.2.ITH.5**: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. **8.2.2.NT.2:** Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem. *(Example: Students will create fictional characters and realistic problem scenarios for those characters to face. Students will develop possible solutions to those problems and use those elements as a storyboard for their Realistic Fiction pieces.)*

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. *(Example: Students will create a digital version of one of their stories using an online digital storytelling tool such as Buncee (https://www.edu.buncee.com/features) or Storyboard That (https://www.storyboardthat.com). They can choose to use the application for pre-writing or publishing*.)	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How can I write realistic fiction?

Enduring Objectives/ Understandings:
- Good writers of realistic fiction create believable characters, settings, and problems.
- Good writers of realistic fiction use previously taught narrative writing techniques to make their stories even better.

STUDENT LEARNING OBJECTIVES

Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: - Strategies for getting ideas and planning out realistic fiction stories - Strategies for elaborating realistic fiction (such as patterns and show not tell)	*Students will be able to:* - Plan and draft realistic fiction stories - Revise and elaborate realistic fiction stories - Writers use prepositions to vary their word choice (during, beyond, toward). - Write series books - Celebrate revision and editing work - Write stories that remain realistic - Show, not tell - Use patterns to stretch out parts of a story - Revise, edit, and publish series

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	**Post- Assessment Writing Task** ● Give students 3 or 5 page booklets and 60 minutes to work (you can split this between 2 writing periods) ● Use the following prompt: "*I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You'll have only **60 minutes** to write this true story, so you'll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:* ● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it. ● Post assessments should be scored using the **Revised Narrative Rubric for Pre K-3** **Published student writing**

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Pre Assessment Writing Task**
	● Give students 3 or 5 page booklets and approximately 45 minutes
	● If students' writing is not yet conventional, please ask students to read their story and record verbatim what they say on a post it.
	● Score using **Revised Narrative Rubric for Pre K-3**
	● Prompt:
	  "*I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You'll have only **45 minutes** to write this true story, so you'll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about narrative writing. Be sure to:*
	  ○ *make a beginning for your story*
	  ○ *show what happened, in order*
	  ○ *use details to help readers picture your story*
	  ○ *make an ending for your story*"
	
	Anecdotal notes from conferences and small group instruction.

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to	You may choose to select another piece for a student's writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	**1st Grade On-Demand Benchmark Assessment** ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing. ● If students' writing is not yet conventional, please ask students to read their writing and record verbatim what they say on a post it.

RESOURCES

Core instructional materials:
● GRADE 1 UNIT 5 WRITING TEACHING POINTS AND TEACHER NOTES
● *From Scenes to Series* by Lucy Calkins, Mary Ehrenworth & Christine Holley (from the Units of Study in Opinion, Information, and Narrative Writing)
● Online Resources from www.heinemann.com/myonlineresources
● Mentor Texts
  ○ *Henry and Mudge: The First Book* by Cynthia Rylant
  ○ *Henry and Mudge and the Happy Cat* by Cynthia Rylant
  ○ *Sadie and the Silver Shoes* by Jane Godwin

Supplemental materials:
● *The Writing Strategies Book* by Jennifer Serravallo

Modifications for Learners

See appendix

Topic/Unit 6 Title	Reading Unit 6 Making Reading Come Alive: Readers' Theater and Poetry	Approximate Pacing	3 weeks
	STANDARDS		

NJSLS (ELA/L)

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
RF.1.4. Read with sufficient accuracy and comprehension to support understanding.
    ● 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.

Interdisciplinary Connections:
6.1.2.HistorySE.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. (*Example: Students can perform Readers' Theater scripts and read poems and songs from American folklore at* http://americanfolklore.net*.*) **1.4.2.Cr1b**: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). **1.4.2.Cr1c**: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). **1.4.2.Pr5a:** With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). **1.4.2.Pr5b**: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). (*Example: Students will work together to create a Readers' Theater performance. They will choose a script and create the props, costumes, and scenery needed for the performance. Students will practice and perform their story.*)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
9.4.2.CI.2 Demonstrate originality and inventiveness in work. (*Example: Students will create teh costumes, props, and scenery needed for their Readers' Theater performance.*) **9.4.2.CT.2** Identify possible approaches and resources to execute a plan.	**8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. (*Example: Students will work together in small groups to plan a Readers' Theater performance. They will have to create tasks, divide jobs, and design the costumes, props, and scenery necessary to act out their story.*)

(Example: Students will make a plan to create the costumes, props, and scenery. They will identify the materials and resources they need to carry out their design plan.)	**8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process. *(Example: Students will create costumes, props, and scenery for Readers' Theater performance.)*

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How can readers perform the books they read?
- How do readers read and experience poetry?

Enduring Objectives/ Understandings:
- Good readers use what they know about their characters to help perform their books.
- Good readers can read and enjoy poetry.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● Strategies for performing a readers' theater ● Strategies for reading and understanding poetry	*Students will be able to:* ● Become your character through performance reading ● Make poetry come alive

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	● Readers' Theater performance participation ● The Developmental Reading Assessment (DRA 2) will be given at this time. It will serve as a summative assessment for the unit. An independent text level and an instructional goal will be found for each student.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Running Records ● Fluency Records ● Retelling Rubrics

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) - Running Records - Fluency Records - Retelling Rubrics - The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	The Developmental Reading Assessment (DRA 2) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.

RESOURCES

Core instructional materials:
- GRADE 1 UNIT 6 READING TEACHING POINTS AND TEACHER NOTES
- Online Digital Resources at www.heinemann.com
- Classroom Leveled Library and Book Room Texts
- Interactive Read Aloud Collection
- Shared Reading Collection
- Mentor Texts
  - For the performance reading bend, you will want to find or create Readers' Theater scripts for favorite stories.
  - For the reading poetry bend, you will want to compile favorite poems and make a poetry packet.

Supplemental materials:
- **Raz Kids from Reading A-Z**
- *The Reading Strategies Book* by Jennifer Serravallo

Modifications for Learners

See appendix

Topic/Unit 6 Title	Writing Unit 6 Non-fiction Chapter Books	Approximate Pacing	3 weeks
STANDARDS			
NJSLS (ELA/L)			
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary Connections:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (Example: When researching a topic for non-fiction writing, students collect facts and share their opinions about the topic with their peers.)

Career Readiness, Life Literacies, and Key Skills::	**Computer Science and Design Thinking:**
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. (Example: When starting to research a topic for their non-fiction chapter books, students will search on the computer for resources by typing in the topic in the search engine.) **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. (Example: Students can use chromebooks to search for information to include in their non-fiction chapter books.) **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (*Example: Students will work together in Research Clubs to create a digital artifact to share their learning.*)	**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (Example: Students can use chromebooks to search for information, scan QR codes, and use websites from Class link for research purposes.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
    ● How do scientists teach others about what they have learned about a topic?
 	
Enduring Objectives/ Understandings:
    ● Good writers can write about topics they know well to inform others.

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● Strategies for getting ideas and planning for informational/ nonfiction writing ● Strategies for elaboration in informational/ nonfiction writing ● Structures for informational/ nonfiction writing ● Strategies for revising and editing informational/ nonfiction writing	*Students will be able to:* ● Generate ideas for informational/ nonfiction writing ● Plan for nonfiction writing ● Elaborate to teach more ● Include different types of writing in teaching books ● Draft intros and conclusions ● Fix up writing ● Make choices about writing ● "Research" to help say more ● Teach what new words mean with words and pictures ● Edit on the go ● Revise on the go ● Take one final chapter book through the publishing process

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	**1st Grade On-Demand Benchmark Assessment** is given at this time ● The informational writing piece will serve as a summative assessment for the unit **Published student writing**
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	**Use Unit 3 Post Assessments as Pre-Assessment for this unit** **Anecdotal Notes from writing conferences and small group instruction**
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	You may choose to select another piece for a student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of a student's writing ability.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards	**1st Grade On-Demand Benchmark Assessment** ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources

grade level standards; given 2-3 X per year)	● Assessments should be scored using the corresponding district Pre K-3 writing rubrics for Narrative, Information, and Opinion Writing. ● Please script for any student whose writing is not yet conventional.

RESOURCES

Core instructional materials:
- [GRADE 1 UNIT 6 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- *Nonfiction Chapter Books* by Lucy Calkins, Kristi Mraz & Barbara Golub (from the Units of Study in Opinion, Information, and Narrative Writing)
- Online Resources from www.heinemann.com/myonlineresources
- [Mentor Texts](#)
    - *Sharks!* by Anne Schreiber
    - *Trucks* by Wil Mara
    - *Animal Families* by DK Publishing
    - *Bugs, Bugs, Bugs* by Jennifer Dussling
    - *Watch Me Grow: Elephants*
    - *Big Babies, Little Babies*

Supplemental materials:
- *The Writing Strategies Book* by Jennifer Serravallo

Modifications for Learners

See [appendix](#)